THE JOURNAL OF EDUCATION

Volume 127 OCTOBER, 1944 Number 7

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AS WE GO TO PRESS . . .

People are being urged to save paper and to turn used paper back for reprocessing. Indeed we ourselves offer a suggestion along that line on the very next page.

Just as there are two sides to a sheet of paper, so there are two ways of looking at this question of conserving paper. Consider, for example, this very copy of the *Journal of Education*. Its first use is, of course, to contribute information and ideas to the individual who claims proprietorship to the extent of removing the wrapper and settling down to an hour or two of—we hope—not too unenjoyable reading. When this procedure is completed, will the reader be satisfied merely to have added to his own mental waistline, as it were, or will he pass the *Journal* along to some associate or even a whole series of associates? That is where the question of paper conservation comes in.

This *Journal* may have traveled any distance from a few miles to a few thousand miles to reach the particular spot where you now see it. The remainder of its travels may be measured in yards rather than miles. But these yards can be highly eventful. Some person's entire attitude toward his daily tasks or the people with whom he works might conceivably be changed as a result of *your* handing him this copy when you have finished reading it. A faculty meeting might be redeemed from dullness by a discussion of one or more *Journal* articles—after various members of the group have had a chance to look over the magazine with an eye to agreeing or disagreeing with certain parts of it.

Far be it from us to claim that the *Journal* can make professional saints from professional sinners The most we can claim is that our writers play the spotlight upon many matters deserving to be thought about, not only by some solitary genius draped on an easy chair but by others with whom he will knock elbows tomorrow morning in the conduct of this hard-to-get-hold-of business of education.

So—pass this copy along—won't you?

And some day, if you find the time, drop the editor a letter to tell how far it went and what, if anything, it seemed to have accomplished with its three or four ounces of printed paper.

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. . . TEXTBOOK TOPICS

Looking for Shelf Space In That Dusty Book Room?

Just about every school has a Book Room. I didn't say "library," for a great many schools still lack that desirable feature. No, I mean that odd corner of the basement or the attic, in which piles of books are stored when not in current use. It's a place rarely visited by any one but an occasional teacher, or a pupil who can't find what he was sent for.

Shelf space has a way of getting scarcer and scarcer in the Book Room. You see—it never has an overhauling—never is cleared of its broken down and obsolete books. Why not? Because no one person in the school can do the job without consulting other persons to find out what they are willing to let go. It really calls for a convention—or, say, a Faculty Convocation—to decide what can be discarded without causing grief to anybody. A state of friendly rivalry is, in fact, quite conceivable; one teacher offering to throw out this set of musty volumes if another teacher will do the same for certain antediluvian tomes on that other shelf.

A first rate cleanup of the Book Room would be especially timely right now, because of the general shortage of materials going into the manufacture of paper. The schools have rendered a great service in salvage drives and collections. An assault on the Book Room would yield untold amounts of old paper, easily reached.

The Book Room would still contain hundreds of books waiting their turn to be used. But the housecleaning would provide shelf space for several years ahead. Here's hoping it won't take another war to bomb out the Book Room of your school!

a. W. B.

A History of Latin America for Schools

We refer more or less glibly to the need for closer understanding among the nations of this Western Hemisphere; but why that need, and what does it all mean? Do we seek to segregate our Western World from the remainder of mankind? Does "understanding" mean a sort of pitying sympathy—or does it mean actual understanding by us of the lands and peoples below the Rio Grande, and of us by them, so that likenesses and differences shall not seem strange but easily accounted for? It is to this latter type of comprehension that *A History of Latin America for Schools* by Inman and Castaneda, is dedicated. It is not a chronicle of events to be memorized and forgotten, but a series of disclosures and explanations that help us to see why our sister republics are as they are and what their special problems and internal stresses are today, what their goals of progress for tomorrow. Those boundary disputes and those revolutions we used to joke about—were they simply the political pastimes of nations lacking in stability? Or were there historic reasons for the uncertainties of border lines, and were the revolutions and so called "dictatorships" rather less violent and drastic than we had supposed? It is gratifying to find such questions and many others of equal importance given illuminating attention in this new text. The volume deals with geography as a prerequisite to the history which is its main business. An important portion of the book is taken up with the literature, painting and music of Latin America. But perhaps the greatest emphasis is put upon the common interest of all Americans in working out under varying conditions the experiment of freedom under responsible government—the New World's destined contribution to human progress.

A HISTORY OF LATIN AMERICA FOR SCHOOLS by Samuel Guy Inman and C. E. Castaneda. The Macmillan Company, New York. $2.20.

The Charm String

A quaint idea for a social studies reader is embodied in *The Charm String* by Bess Torian Palenske, edited by Howard E. Wilson. The charm string is a family heirloom of keepsakes acquired during several generations, strung together on a deerskin thong. By recounting the tales of the charms, the author gives glimpses of life in early America. The illustrations by Hamilton Greene are most attractive. All in all we would say it is a painless way to learn social studies! In fact, the book could well be read for pleasure, with no thought of "learning lessons."

THE CHARM STRING, by Bess Torian Palenske and Howard E. Wilson. American Book Company, New York. 76 cents.

You Can Make It

The teacher of grades 5-8 has a treat in store for her in this new, bountifully-illustrated book, concocted by the Director of the Bureau of Industrial Arts Education in the Chicago Public Schools and a commercial illustrator. By means of this volume, she can supervise the children in making useful and beautiful things, mostly from paper and cardboard and materials that are readily available. Each project is thoroughly diagrammed, step by step. Won't Mother be surprised at what little Bobby or Susie brings home? And no doubt Teacher will appropriate some of the ideas for Christmas or Easter decorations for her own home. The contents include: *Personal Adornments, Toys and Games, Gifts and Decorations for Holidays and Special Occasions, Projects and Decorations for School and Home, Projects for the Library and Study,* and *Materials, Tools, and Processes.* There is a list of supply houses for the less common materials.

YOU CAN MAKE IT, by Louis V. Newkirk and La Vada Zutter. Silver Burdett Company, New York. $3.

The Democratic Tradition in America

If we don't look out, the men in our armed forces are going to know far more than the rest of us about the meaning of America. Take this new text, for example: *The Democratic Tradition in America.* It is prepared for young men coping with the army's specialized training program in colleges. Those young men, by virtue of this book, will have been exposed to a hundred different writings by almost as many individuals, each treating of some particular aspect, epoch or problem of American life. Call it a source

AND REVIEWS . . .

book in American history and you miss the fact of high literary quality in each selection. Call it an anthology and you miss the fact that here are matters of importance, documents by some of our greatest statesmen, papers by observers and thinkers, a composite picture of the American scene, the American heritage, what is different about America and what is universal. State papers by Washington, Jefferson, Lincoln, Wilson and the two Roosevelts will be found in company with choice pieces by Stephen Benet, Carl Sandburg, Walter Lippman and other men known primarily as writers of prose or poetry. And—speaking of poetry—the volume tops off with twenty-five inspiring and inspired poems. The whole collection makes a book that any American adult might like to own and read and ponder; finding therein a first-rate antidote for doubts and fears and all such poisons.

THE DEMOCRATIC TRADITION IN AMERICA, edited by Colonel Clayton E. Wheat. Ginn & Company, Boston. $2.00.

Essentials of Business Arithmetic

The Revised Edition of *Essentials of Business Arithmetic* plunges immediately into the arithmetic of trading; then into that of manufactures, banking and real estate; these four parts furnishing a half year's course. Pupils who are deficient in basic skills are supplied with practice and remedial apparatus in Part Five. Next come General Business Problems, Problems of Business Organization, and a generous collection of examinations. Thus the text may be used for an entire year or a single semester, as desired. Business terms and practices are carefully explained, specimen problems set up, model solutions given, and exercises in three grades of difficulty provided. Such is the pattern of each chapter. There are tests of every necessary sort. Learning is encouraged by orderly sequence, a well handled vocabulary, and the creation of a business atmosphere in which real problems challenge the student.

ESSENTIALS OF BUSINESS ARITHMETIC by Edward M. Kanzer and William L. Schaaf. D. C. Heath and Co., Boston. $1.48.

ALLOW EXTRA TIME FOR FILLING ORDERS

Publishers continue to have their difficulties in procuring paper and other materials needed in the manufacture of their product. They also are hampered by lack of skilled workers in printshops and binderies. These facts explain why there have been delays again this fall in filling orders for new texts. The same facts likewise point to the importance of placing orders as far ahead as possible. It is not too early, even now, to order the textbooks that will be required the second semester.

First Year Algebra

Under emergency pressures the teaching of algebra tends to become superficial and lopsided, with more attention paid to specific skills than to basic principles. "First Year Algebra" by Schorling, Clark and Smith while including examples drawn from military situations, is primarily meant to accomplish a thorough job of developing algebraic understanding. From the first arithmetic is called upon to set the stage, so that algebra may not seem to be something alien to the pupil's experience or thinking, nor its letters regarded as queer abbreviations. A noteworthy feature is used in the treatment of verbal problems; namely, asking the pupil to guess the answers and then to check their guesses. The process calls for analysis of the problem to such an extent that translation into algebraic symbols is an easy matter. Does it work? The sponsors of the book assure us that it has worked excellently in class practice and that pupils have asked for more of these problems. The book provides ample exercises, graded as to difficulty, and material for review. The customary ground in the first year of algebra is covered. Here would seem to be good preparation not only for jeeps and flying but for the pedestrian pursuit of so called "higher" mathematics.

FIRST-YEAR ALGEBRA by Schorling, Clark and Smith. World Book Co., Yonkers 5, New York. $1.56.

Simplified Physics

Some one is forever trying to popularize scientific knowledge. A recent attempt to bring an important section of that knowledge out of the laboratory to the layman's understanding is *Simplified Physics*, by Small and Clarke. It deals with a wide range of topics, from the most elementary laws to some of their latest and most complex applications. One may learn from *Simplified Physics* the principles of light transmission and refraction and a little about the opera glass or binoculars, but he will not learn how to make such instruments. That, as Kipling said, is another story. Color photography, the dial telephone, television and equal miracles of the modern age are explained.

SIMPLIFIED PHYSICS by Sidney Aylmer Small and Charles Ramsey Clarke. E. P. Dutton & Co., Inc., New York. $3.00.

The Wishing Well

Good writing for very young readers is less easy than good illustrating. But both of these feats have been accomplished in *The Wishing Well*, another unit in the "Alice and Jerry" Series already popular with children and their teachers. The narrative is simple, not confusing, and sufficiently intriguing to hold attention. The wishing well is made to fulfill one's wishes only when one works to that end; so the little book is moral without moralizing. The setting is a seacoast village and there are sea captains, boats, big and little fish and a variety of land animals and people. Apparently the book is addressed to children of seven years or so. The idea is that they will read it because they wish to do so and, in doing so, they will gain the power to read other books. It is a much better idea than the little red hen with its much too much of repetition used to be.

THE WISHING WELL, Selma Coughlan and Mabel O'Donnell; illustrated by Florence and Margaret Hoopes. Row, Peterson and Company, Evanston, Illinois.

The Future of the Research Library

The endless making of books threatens to overwhelm the libraries of a not far distant future unless something is done about it. The answer given by Librarian Rider of Wesleyan University (in a volume that might well have been condensed into a pamphlet to save shelf space!) is the so-called

"micro-card." One side is a regular catalog card. On the reverse is a page-by-page photographic reproduction in miniature of a complete book up to 250 pages. Longer books would be continued on one or two additional cards. A device developed by the Readex Corporation of New York City is already available for magnifying the text so it can be easily read. More than eighty running feet of library shelves can be replaced by a single trayful of cards. This is the path along which tomorrow's libraries are likely to grow. The author acknowledges many contributions of other pioneers, claiming as his own principally the combination of complete text and catalog card into one convenient unit.

THE SCHOLAR AND THE FUTURE OF THE RESEARCH LIBRARY, by Fremont Rider. Hadham Press, New York City. $4.00.

General Education in The Progressive College

Although the college is very often accused of being the last refuge of educational conservatism, progressive education has not completely passed it by. Three important ventures in this field are Sarah Lawrence, Bennington, and Bard. This study by Louis T. Benezet, Associate Professor of Psychology, Knox College, is an account of the actual operations of the progressive movement in these three institutions. The first two chapters deal with aims and methods in college education with special attention to current trends. This part of the book is highly useful as a summary of the leading tendencies in collegiate education.

Then come three chapters dealing respectively with the history, methods, and results of the movement in Sarah Lawrence, Bennington, and Bard. Chapter VI is an explanation and an appraisal of the work of these three experimental colleges. Chapter VII is entitled "As the Teachers See It" and VIII is a "Summary and Interpretation."

The approach of the study is not so much statistical as it is narrative and descriptive. It is an important contribution to the literature of the experimental college in America.

GENERAL EDUCATION IN THE PROGRESSIVE COLLEGE, by Louis T. Benezet. Bureau of Publications, Teachers College, Columbia University, New York. $2.35.

CHILDREN'S BOOK WEEK

November 12 to 18

"United Through Books" is the theme of Children's Book Week activities this year. The idea it expresses will no doubt find wide response from teachers, librarians, and others participating in the program.

For the first time, Children's Book Week will be celebrated simultaneously in London and New York. The opening meeting will be held in London at Chaucer House by the London and Home Counties Branch of the Library Association, with the Books Across the Sea Society providing the speaker.

Information on Book Week may be secured from Book Week Headquarters, 62 West Forty-fifth Street, New York 19, N. Y.

Solid Geometry

The teaching of solid geometry may have solidified in some classrooms. But in many others there's constant effort to make the subject clearer, more challenging and more directly applicable to practical problems. A text in keeping with these trends is *Solid Geometry* by Seymour and Smith. In it careful attention has been paid to introducing the student to three-dimensional concepts and to showing him how to draw the needful diagrams. Exercises are numerous and graded as to difficulty. A substantial number of them are drawn from military and naval experience.

Tests are provided at regular intervals. There are excursions into spherical trigonometry and space coordinates—both these in the appendix, where will also be found such "log" and "trig" tables as are now common in high school mathematics texts. The work is characterized by clarity, teachableness, completeness and that telescopic quality so important for meeting individual abilities and serving longer or shorter courses.

SOLID GEOMETRY by F. Eugene Seymour and Paul James Smith. The Macmillan Company, New York. $1.60.

Of the People

This is an excellent anthology of writings on American democracy, in essence and in a great variety of its aspects. Modern writers as well as the founding fathers have been drawn upon for their most illuminating and inspiring utterances.

OF THE PEOPLE edited by Harry R. Warfel and Elizabeth W. Manwaring. Oxford University Press: New York.

Topikettes

In almost every classroom there are exceptionally bright or exceptionally dull pupils. These exceptional individuals need portions of the teacher's time that they do not get if that time is broken into by having to improvise material that should be in the textbooks accessible to all members of the class.

If the lack of proper tools merely made the teacher work harder, that would be one thing. What it really does is to hamper the progress of the boys and girls.

The better the teacher the more efficiently he should be allowed to work. The poorer the teacher the more his pupils must reply upon their books to make up for his deficiencies.

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Some textbooks go out of date because of changes in the areas of knowledge they mirror to the student. Others become obsolete because of improved teaching methods and better-written books. Few textbooks can claim the permanence of a literary classic. Even McGuffy's readers would fail to impress today's youngsters as they did those of grandpa's generation.

▼

Facts on a movie screen are here this minute and gone the next. Facts in a book remain to be re-examined, weighed and thought about.

▼

The intelligent textbook salesman can always bring you good ideas he has gleaned from talking with others in your profession and from observing and comparing this and that. Swapping ideas with him may be better than swapping jokes—though some jokes pack a worthwhile point.

Editorials

You Can't Save the World—But You Can Help

Nations—like individuals—are saved by faith. It was faith that saved England in her darkest hours, back in 1940. It was faith on the part of the United States and other states and peoples that made possible the reversal of military fortunes that was essential before the world could become a fit habitat for freedom-loving men.

On the other hand, it was the lack of faith, following the First World War, that rendered the Second World War inevitable.

Attainment of an ideal world order may take many generations and cost many mistakes. In fact, complete attainment is unlikely at any time, barring some moral miracle that turns every one into a saint.

But ideals are something to be set up as goals and striven for, and this is ever an act of faith.

We have often asked ourselves how it is possible for one citizen to do anything that really counts toward a more ideal future for the world. So far our only conclusion is that we can have faith in the eventual coming of that which is most desirable and most desired.

We can stop wobbling back and forth between the thing that seems expedient for the moment and the thing that we know to be better for all time. We can stop saying, of some idealistic proposal, "That is all very well, but—" and we can say instead, "I realize the difficulties and the dangers, *but* I still believe the more ideal way is the better."

Faith, thus expressed and sincerely felt, will be contagious. It will not be contrary to nature in the case of teachers, since the best of them believe wholeheartedly in human capacity for improvement. How else could they truly teach?

Democracy in School Administration

There is no such thing as pure democracy in running a school system or a school. The person at the head is not elected by his teachers but by a board or a committee. He is responsible to this group outside the school rather than to his associates within the school itself. In the last analysis it is his authority, his decision that must be carried out.

However—he doesn't need to be too cocky about the matter. What he does need most of all, either for carrying out his own plans or for bettering those plans, is a sense of partnership in the minds of his instructional staff.

If an administrator does not take kindly to suggestions, the result is that he soon ceases to receive any. Teachers take the attitude that he can go his own way and make all the mistakes he is sure to make when he closes his ears to what they could tell him about the school.

There never was a fully successful administration that failed to enlist the cooperation of its faculty. A competent principal or superintendent invites a pooling of ideas. He lets the fact be known that it is our school or schools, not his. And the minute his colleagues are convinced that he seeks and appreciates their opinions, things start to run more smoothly. He may be disappointed in the number and value of the ideas that come to him. But the atmosphere will be right.

Teachers are by nature fond of giving advice. They can be put on committees to study this or that aspect of the educational task. Their recommendations will be helpful, either because of intrinsic worth or because of the sympathetic interest awakened in the teachers themselves; perchance the discovery of how difficult some problems are to solve.

The Search for Accuracy

The scene is the office of a noted medical specialist. The office is in a building occupied by more than a score of physicians. Dr. X calls in his secretary, a girl recently graduated from high school. Dr. X wants to get in touch with Dr. Y.

"Is he in his office?" asks Dr. X.

"No, sir."

"How do you know?"

"I asked the people down stairs and they say he isn't."

"Is anybody up there—his secretary, for instance?"

"They don't think so."

"You are still guessing, I see."

The girl hesitated a moment; then said she would go up and find out. She returned shortly with the information that no one was in Dr. Y's office. Only then was the specialist satisfied.

The medical man who is true to his profession is constantly probing for facts. Half the answers he

receives from patients are likely to be inaccurate, based on faulty observation, full of guesswork.

Experience on a witness stand or as a reporter on a well edited newspaper would be a useful type of training in objectivity of statement. For it is largely the subjective coloring of the facts that makes testimony so unreliable.

The cause of accuracy is not well served by a school standard that lets a pupil "pass" with 60 to 75 per cent of correct answers.

While it may be impracticable to abolish such standards, the best teachers will frequently ask, "How do you know?" and will impress the need for careful observation and reporting, clear definition of terms used, and will otherwise be quite annoying to their pupils. But these, in later life, may thank them.

Guilty Parents

Parents are responsible, in a legal sense for the acts of their minor children. Mr. P. S. Cunniff, district court judge in Waltham, Massachusetts, has been applying this principle to the solution of many delinquency cases coming to his bar of justice, and he finds it rather successful.

When a young culprit is haled before this judge, the parents are also summoned. If it transpires that they have been neglectful, these adults are made to feel the weight of the law. They may be found guilty and given a suspended sentence. They may be placed on probation and required to report at regular intervals. In extreme instances they are sent to jail. One such case was that of a mother whose divorced husband sent her money for the support of the children. She put them out to board; then squandered the money instead of paying the board bills; with the result that the children were severely whipped by the people with whom they lived.

Of course, parents are not actually to blame in every case for the behavior failures of their children. Some children do not respond to the best efforts of the best and wisest parents. Some parents, truly anxious to do the right thing, get off on the wrong track and don't know where the right one is or how it can be found. They need advice. But there are far too many parents who simply shirk their parental duties because they are too selfish to be bothered.

Putting the pressure on parents of this latter type may bring them to their senses.

School authorities not infrequently stand helpless before a delinquency situation in which the parents are at fault. "If only we could educate those parents!" is the despairing wish of teachers. In school matters affecting discipline, an honest-to-goodness effort to bring about cooperation of parents, pupil and teacher or teachers generally makes some headway. It is unfortunate that so many young people get so far out of hand as to need the sterner measures of the courtroom; yet fortunate again if the presiding justice in that courtroom considers all the factors in the case and rules accordingly.

Who's Afraid of Peace?

Many so-called war workers—including those in quiet, peaceful jobs they couldn't have had except for war—are afraid they will be unemployed or reduced in pay when Germany collapses and production tempos are scaled down. This is a fear so widespread that both great political parties have much to say as to which of them will provide more jobs faster in the reconversion period.

Nearly everyone who thinks at all about the future is afraid of peace, or rather of *the* peace, lest it be merely the prelude to another war. To be sure, there is greater unity among political leaders in the United States with respect to foreign policy than at the close of World War One. Even among the principal allies, more planning has been done, more determination manifested, than around 1918.

Failure of the conferees at Dumbarton Oaks to agree upon all particulars of their plan for "United Nations," however, has awakened further fears of various sorts. Some people fear the four or five big powers will seek to rule the world, thus committing an error that would render lasting peace impossible. Others point to the snag which the conferees struck in the matter of alleged aggression by one of the Big Five, or to the many details not yet ironed out, as foreshadowing failure. Failure there may be, and failure this time would be a hundred-fold more tragic than it was before. But there is promise even in that fact, since it is well understood in every political capital with two exceptions and causes a vast amount of pressure behind the respective governments to work out the problem.

Two points are worth remembering. One is that no one nation and no one group of idealists can expect to have its own way completely in setting up an arrangement that cannot be set up at all unless all major powers agree to its terms.

The second point to remember is that any civilized person should be ashamed to want the savagery and sacrifice of war to continue for the sake of perpetuating his own job, and ought rather to resolve, in this most critical time of human history, to work and think and pray and hope for a world outcome commensurate with what this war has cost.

STRAIGHT TALK ON DELINQUENCY

FRANK M. RICH

JOB was the most patient man in history; but he could not restrain a touch of sarcasm when he contrasted his neighbors' fervor for any sort of industrial do-dad, and their crass indifference to the sources of higher satisfaction. Twenty-five hundred years later his irony still hurts, especially where delinquency is concerned:

"Man putteth an end to darkness, and searcheth out to the furthest bounds the stones of obscurity and of thick darkness; but where shall wisdom be found?"

I put Job's question to fifteen New York bookstores. "Have you a volume on juvenile delinquency?" I asked.

The clerks consulted together and shook their heads. "Sorry," they answered; "we have nothing on that subject at present."

But the lack was not wholly the fault of authors or publishers. I visited the library of the Russell Sage Foundation. They had 26 bibliographies and 485 volumes cataloged under Juvenile Delinquency. Apparently what the book-buying public does not know about this field of literature is considerable.

I was curious to see how this brand of wisdom was rated in the colleges. I bought a dime's worth of postal cards and asked the ten largest 1000-instructor universities in the United States about courses. By return mail I got an armful of fat catalogs, with offerings on all sorts of erudition from Indic Philology to the Functions of Indefinite Variables. Sure enough! there were courses on Criminology, Problem Behavior and Juvenile Delinquency; but altogether, the total number of faculty members I could count in charge of this branch of sociology was fourteen. What these fourteen could not do for the enlightenment of the remaining 100,000 future judges, lawyers, statesmen, preachers, teachers, writers, physicians, social workers and business leaders in the student body was left for the corn doctors.

Corn-doctors! What a bewildering list of patent remedies they ballyhoo: slum clearance, minimum wage scales, recreation centers, probation systems, public playgrounds, police women, school lunches, corporal punishment, vacation camps, scout activities, Bible schools, denominational instruction, mothers' place in the home, cigarette laws, divorce laws, child labor laws, school attendance laws, junk laws; oh, much more law, and even some gestures of enforcement. A few deviates see hope for the world if they can only regulate moving pictures, pulp magazines, short skirts, zoot suits, jive music or embryo moustaches.

Of course any step in social betterment is a godsend, but, as Josh Billings used to say, "It is better not to know so much than know so much that is not so."

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Crime and racketeering in the United States cost 17 billion dollars annually. Juvenile delinquency in 1942-3 increased 11% among boys and 38% among girls, and is growing in geometric ratio. This alone is evidence enough that wayward behavior is a deep, puzzling malignancy, like polio, or cancer, or malaria, which calls for research and experimentation by highly technical processes, a million miles from ordinary diplomas in law, teaching certificates or the requirements for a D. D. degree. The disease cannot be eliminated by uninstructed dopesters who at present average considerably less scientific preparation for their task of healing than the state laws usually require of licensees for the treatment of sick cattle. In the domain of moral engineering, the blind lead the blind to uncommonly sorrowful disaster.

The old practitioners of primitive leechcraft recognized, for instance, that malaria was somehow connected with swamps, but they could not discover why one swamp dweller was contaminated by the so-called "miasma," and his screened-in neighbor remained unaffected. Similarly the sociological dabbler can offer a hundred hypothetical explanations of delinquency in the abstract, but misses the crucial reasons why the worst conditions ever found produce more decent youngsters than miscreants. No theory can be defensible if it does not hold water at least half the time. Is there any school of delinquency correction that can meet this probation?

Fortunately there is. Among the outstanding books on delinquency is an arresting title, "New Light on Delinquency and Its Treatment" (Yale University Press) by Dr. Wm. F. Healy, who has been an outstanding pioneer in this moral engineering field for 25 years. He has handled thousands of clients, and supervised scores of psychologists, psychiatrists and research workers. This new study covers a remarkable 5-year experiment with 105 delinquents and 103 non-delinquent twins or other siblings, to discover why one member of the pair became the victim of a serious misbehavior complex, and

why his nearest brother or sister with the same heredity and environment managed to escape. The experiment also undertook an objective comparison of treatments, to establish what influences brought to bear on the victims and their surroundings proved effective and ineffective and in what degree.

The study constitutes a climacteric in the history of moral therapy, for it takes character treatment out of the realm of philosophic conjecture and makes it a matter of concrete experimental development. Let us review some of the outstanding discoveries in this experiment and consider their implications in work with delinquents.

What available therapeutic measures offer promising leads in the alleviation of the disease — a general campaign of better reading and motion pictures? A well organized program of sports, recreation, scouting, etc.? Compulsory religious training in the schools? Placing offenders for a short time in camps, foster homes and institutions? Much as we need some simple, convenient sheep dip like this to meet the situation, the answer in general is no.

The Healy study discloses that contrary to popular opinion, delinquents are already more fond of reading than non-delinquent brothers in the ratio of 76 to 55. On the whole, too, they have better tastes in reading. This is not to say that better reading interests are not indicated in specific cases, but by and large, reading is no panacea for delinquency. The proclivity for reading like the extra absorption in motion pictures (33 to 10) may be a symptom of an unwholesome escape mechanism.

The same is true of greater participation in active sports. Sports programs are a favorite prescription for delinquency; but strange to say, delinquents already outrival controls as sports enthusiasts, 73 to 57.

Again church and Sunday school attendance is offered everywhere as a reliable specific for delinquency; the figures, however, do not support the theory. Ninety delinquents attended church or Sunday school at least occasionally; 94 controls. This is remarkable as compared with the vast difference in attitude to day-school. Forty delinquents showed marked dislike for school routine as compared with only 4 controls; and 40 were repeated truants, as compared with 0 controls. This dislike is not accounted for by differences in intelligence: for 69 delinquents had 90 I. Q. or higher as against 78 controls. A much more significant difference is seen in the number of delinquents who were hyper-active, over-restless, aggressive or very impulsive as compared with no controls. A school technic therefore that fails to provide a constructive activity program for this motor-minded minority has planted trouble for society at a time and place where integration and correction would have been easiest.

A similar shortcoming in school routine is seen in the fact that only 11 controls had a pronounced urge for crowd companionship but 31 delinquents were keen for socialization. Compartmentation, stay-in-the-groove, strict-attention-to-your-own-affairs management may be convenient for good girls and boys, but it is not the native element of these birds of the air and fish of the sea. The Healy figures on vision, teeth, tonsils and other physical traits throw grave responsibilties for home enlightenment on the school medical department.

Above and beyond everything else, the two great, outstanding differences between delinquents and non-delinquents were these: Two non-delinquent controls had serious neurotic tendencies; while 33 delinquents were of the unstable type. Fourteen controls felt discontented, jealous, rejected, thwarted, misunderstood or unhappy about family disharmonies; while 96 delinquents fell into this class.

In these figures we begin to get a real insight into the reason of things. Pastors and Sunday school teachers have comparatively little success in regenerating juvenile delinquents, not for the reasons usually advanced, but because they know so little about the real feelings and frustrations of their patrons. Juvenile courts are generally ineffectual, because the officers are largely unprepared to handle the medical, economic, educational, social and psychiatric bases of correction. Delinquents and parents alike need to understand the emotional elements involved in prejudices, hates, spoilings, overprotection and over-punishments.

The Healy study reveals that expert clinical and social case work will correct the run-of-the-mill delinquents. Twenty per cent of the cases are too abnormal to respond to treatment. The only rational disposition is kindly custody, not periodic punishment. Fifty per cent are easily recognizable as good prospects, and the majority of these can be cured. Also a third of the remaining 30% will come through eventually. For the rest, an especially protected environment is necessary.

Has an adequate system of regenerative machinery ever been put into operation anywhere? Decidedly yes. The Borstal system in England scores 2½ times as much real reformation as American institutions can show. Russia in 1933-35, under the Five Year Plan, reduced crimes against property 55%, crimes of violence 50% and sex offenses 75%. King Asoka, in 264 to 228 B. C. practically eliminated crime and corruption throughout a great empire. He did it as any sensible person nowadays would manage a bank, mill, chain store, or chamber of commerce; first by appointing a capable administrator with blanket authority to tackle the problem in his own way; and then, by a

careful inventory of results by a disinterested survey staff, measure results and make responsibility responsible.

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In delinquency elimination this would mean, first organizing a band of community sponsors—patriots, minute-men, vigilantes—willing to work, talk, pay and fight for betterment. Second, a competent executive or coordinator, able to train and direct professional clinicians, give popular instruction to teachers, clergymen, doctors, nurses, police officers, court attaches, playground directors, social workers, parents, foster parents, entertainment proprietors, and so on, and integrate the character building efforts of the community. Finally, a thoroughgoing, periodic survey of the situation, to appraise improvement, fix responsibility and public results. Groundwork for such a program can be laid anywhere tomorrow.

"WATCH THIS SPOT"

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WHEN I was a student at the New Jersey State Teachers College at Montclair over ten years ago, I had a course with Roy W. Hatch, Head of the Social Studies Department. One blackboard in his room had the caption which makes the title of this article. From time to time a stimulating, thought-provoking sentence would appear there. Rarely was the statement referred to unless some student brought it up. It was just "good" and it was there for those who had a head to conceive and a heart to understand.

Soon after I began to teach classes of my own, the value and utility of such an educational technique grew upon me. I went the whole hog. I built a collection of sufficient size to put a new one on the board daily without repetition over a four-year period.

Sometimes nothing happens; sometimes a lesson plan is discarded, temporarily, to discuss the meaning and implications of the *Thought for Today*. Students in other classes copy those that appeal to them. And I find the boys interested just as much as the girls.

The best ones are those in which the students can see some significance, but do not comprehend fully enough to penetrate to the depth of meaning hidden in the simplicity of the language. Because curiosity is aroused, discussion is stimulated. Here are a few samples which, while not easy to interpret, create a zest for more:

1. Death plucks my ear and says, Live— I am coming.

2. Beautiful young people are accidents of nature. But beautiful old people are works of art.

3. Only savages believe that when the sun is darkened by eclipse it will never shine again.

4. The fathers have eaten sour grapes, and the children's teeth are set on edge.

5. The Moving Finger writes; and having writ
Moves on; nor all your Piety nor Wit
Shall lure it back to cancel half a Line,
Nor all your Tears wash out a Word of it.

6. You cannot prevent the birds of sorrow from flying over your head, but you can prevent them from building nests in your hair.

7. Great thoughts hallow any labor . . . If the ditcher muse the while how he may live uprightly, the ditching spade and turf knife may be engraved on the coat-of-arms of his posterity.

8. The intellectual teeth of a whole generation are rotting from disuse while tough social and political problems beg for vigorous mastication.

9. Anybody with a tar-paper memory can get a degree, but not many are ever educated.

10. I speak truth, not so much as I would, but as much as I dare; and I dare a little more as I grow older.

11. He jests at scars that never felt a wound.

12. It is a maxim, that those to whom everybody allows the second place have an undoubted title to the first.

13. Against stupidity the very gods
Themselves contend in vain.

14. A high hope for a low heaven.

15. With one hand he put
A penny in the urn of poverty,
And with the other took a shilling out.

After the class has come to look forward to these doses of concentrated wisdom I affix the name of the author and then some time later the title of the work also appears. It is astonishing how many students begin to build collections for themselves and how many of them read some work by the author of one of these sayings.

FREEDOM FROM WANT FOR SCHOOL EMPLOYEES

WILL C. CRAWFORD
Superintendent of Schools
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RECENT studies of teachers' salaries conducted by the National Education Association are not at all reassuring. It is possible even in these days for an educated person devoted to the high purpose of developing the minds and attitudes of young citizens to earn a salary insufficient to purchase the bare necessities of life for the person himself, to say nothing of his family, if he has one. Moreover, when salaries are low, the teacher usually has no further security whatever—no sick leave, no tenure, no retirement benefits. Small wonder then that teachers leave the profession when they look out upon the flesh pots of Egypt that were once and often still remain within their reach. This is not a healthy situation for the school, neither is it a healthy situation for the country.

Few persons can face the fear of financial disaster, immediate or ultimate, and still do a good job of teaching. Some insecurity in the field of competitive business stirs a man to greater efforts; but greater efforts in teaching generally reap results in the quality of future citizens and not in the greater personal gain or greater personal security of the teacher. The task of providing reasonable security for the teachers, therefore, becomes the responsibility of school administrators and of boards of education.

Furthermore, much of this same reasoning holds true in the case of the non-certificated employee. In San Diego, we have found that we get better returns from our non-certificated staff as non-certificated people begin to feel that they are being treated as generously as teachers. Particularly in these days of high wages, there are dozens of jobs beckoning our secretaries, clerks, custodians, gardeners, and other employees in the field of maintenance and operations. Many of our non-teaching staff have hesitated to leave our service because they value the security that it gives them.

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Salary is, of course, the first recompense of employees; but it is not the entire story. The Board of Education of the San Diego City Schools has tried to meet the salary situation by establishing a single salary schedule for certificated employees and by arriving at reasonably adequate salary schedules for those people (non-certificated) who work under our Merit System. But if salary stops with the first appearance of sickness and if there is dwindling hope that personal savings will be adequate at the time of retirement, a sense of undue insecurity may lie in the background of the employee's mind. In terms of work, this can mean jobs done carelessly or jobs done without enthusiasm. It certainly means that the employee will not develop any great interest in or loyalty to the school system. If he must live in insecurity, he reasons, he might as well strike for high wages in a highly competitive market. So he goes to another job, to another system, or to a defense plant.

For the above reason and because our Board of Education accepts the principle of adequate pay, adequate security, and equal treatment for all employees, a liberal sick leave policy and a local retirement plan have been established for certificated and non-certificated employees alike.

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The most recent improvement of employee status is the liberalization of the sick leave policy which formerly granted ten days of sick leave to certificated employees only. The new policy is extended to cover both certificated and non-certificated employees, and it allows an accumulation of thirty days of sick leave at full pay and another seventy days of leave on forty-five per cent of the employee's salary.

Sick leave is granted on the basis of one day per month, so that ten-month employees get ten days a year, eleven-month employees get eleven days, and twelve month employees twelve days. In order, however, that a new employee may not take ten days' leave soon after employment and then resign, full salary is paid for not to exceed five days of sick leave during the first five months of service, with an additional day per month granted during the rest of the year. Any sick leave not used is accumulated until the employee has thirty days. Thereafter the unused portion of the leave is carried from year to year, but no more than thirty days of full pay is ever given in any one fiscal year. For the rest of a period of five months (100 working days) forty-five per cent of the salary is paid.

Besides the above leave for actual sickness, legal quarantine is

counted as illness. Moreover, a period not to exceed three days of paid absence is allowed upon the death of husband, wife, child, father, mother, brother, sister, or upon the death of any other relative who resides within the employee's household. Employees on regular or military leaves of absence retain accumulated sick leave, but they do not earn additional days of sick leave while they are on such leaves of absence.

In order to prevent abuses of the policy, the principal or director of a department must sign the employee's application for sick leave pay, if it does not exceed three days. For illness of over three days, a licensed physician or surgeon, the Director of Health Education or the Superintendent of School' signature is required. The board may also require an employee who has been ill more than ten days in a year to take a phyisical examination or file a certificate of physical fitness, if such action is deemed necessary.

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Besides sick leave benefits comparable to other school systems and other governmental agencies, the San Diego City Schools have a Retirement System (established in 1937) which gives our own social security to teachers and non-certificated employees. The legislature of the State of California, in its session of 1937, passed an act permitting the board of education of any school district to establish a retirement system for the benefit of teachers and other employees of the district, provided the electorate of the district approved. On April 25th, 1939, the electorate of the city of San Diego approved the establishment of the local retirement system. This system supplements a rather inadequate state retirement for teachers and it gives some old-age security to the non-certificated staff.

The system is jointly contributory, that is, the district and the members together make the contributions needed to provide the benefits. These contributions are required during the active service of members so that, when they become eligible for retirement, there is a fund accumulated which will provide adequate retirement allowances for them. The financial provisions of the system have been carefully planned and are believed to include all the safeguards for keeping the system in a permanently sound condition which have developed in connection with the oldest and best retirement systems of the country.

Membership in our system is open to all regular employees of the San Diego Unified School District provided that they are either employed by the district on a regular monthly or annual salary or that they earn more than $700 through casual employment. Employees who entered the service of the city schools after February 1, 1940, are required to become members as a condition of employment.

Retirement of an employee is optional from the age of sixty and required at the age of sixty-five years. The basis for the annuity and pensions are as follows:

1. As soon as an employee becomes a member he begins saving a portion of his salary toward his annuity. Each pay day a deduction is made from his salary for this purpose. The amount deducted from his salary is credited to his own savings account in the retirement system. Interest is also credited to his account. When he is ready to retire, the full amount in his account is used to provide his annuity.

2. The district likewise makes contributions for the member. The district's contributions are sufficient to provide a pension equal to the member's annuity, so the member will always be entitled to receive at the minimum age for service retirement, a total retirement allowance of double the annuity that his savings provide.

3. Members' contribution rates are computed so that with normal salary increases the total retirement allowance upon regular service retirement will be approximately one-seventieth of the member's average salary for the last ten years of service for each year of membership in the retirement system. Any salary greater than $3,000 per year shall be considered $3,000 for this purpose.

4. If the member remains in service after he is eligible to retire, that is, upon attaining age sixty and having a minimum of twenty years' service, he receives the same pension from the school district as he would have received had he retired as soon as he was eligible to do so, but his total retirement allowance increases because the annuity provided from the member's own accumulated contributions increases even if he does not contribute after becoming eligible to retire.

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A. If, as the result of permanent disability, a member who is under age sixty becomes unable to teach or to carry on the duties of his employment, he may retire on a disability allowance provided he has at least fifteen years of service in the district. The disability allowance will be payable for the remainder of his life, unless a medical examination shows him to be able to resume his work, in which case his retirement allowance may be reduced or discontinued.

B. Simply stated, disability retirement provides a retirement allowance equal to nine-tenths of the service retirement allowed for a similar term of service.

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If a member should die before retirement, all his contributions with compound interest are payable to his designated beneficiary or to his estate in the absence of a beneficiary. The member can designate any person as his beneficiary when he files his application for membership. Later he may change his beneficiary by filing another blank. In no event are the member's contributions

forfeited should he die while saving for service retirement.

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If a member leaves the service for any reason other than death or retirement, his contributions with interest compounded annually are returned to him. Upon retirement, he has also several options. He may take the full retirement allowance month by month until his death or he may choose one of several reduced allowances which will provide a lump sum or continued allowances to his beneficiary after the employee's own death.

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This, then, is our local society's security system which takes care of all persons in the district's employ other than the superintendent and casual and substitute help. The people of San Diego, we think, are proud of this system of security. We have reason to believe that our employees have stayed with us during the emergency and war situation because they have a full appreciation of the benefits of what is equivalent to a health insurance policy and annuity insurance.

SPEAKING OF HISTORY TESTS!

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THE Army and Navy placement tests have had an electrifying effect on many American young men. Students who 'gold-bricked' it during their entire course, suddenly had a motive to study diligently,—and did study!

What these service placements did in a very striking way, the ordinary class tests can do for ambitious students, provided the sanction of these tests means something to them. Give the average boy a study assignment, with no promise of a test to follow, and he'll probably loaf. The same assignment, with an accompanying threat of a test, will cause the same boy to get down to work.

A poor class unsually *requires* a test a week, and possibly more; brighter classes may get along with two tests a month. But a full-period test each week for all is a good plan to follow.

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Tests fall into two general types: the objective and the essay. Various objective tests are popular: the true-false, which requires of the pupil only assent or denial of an historical statement as given; 2) fill-in, which omits a name, place, or date to be inserted by the student; 3) completion, which leaves the conclusion of a statement to the student's ingenuity; 4) matching, in which the student selects the two corresponding items in parallel columns; 5) identification, in which the student must give the historical importance of a place or person, or distinguish him from other historical figures; 6) selection or multiple choice, which require of the student to select the item or items that agree with a given subject.

Granted these tests allow loopholes for guess-work, they have some value in measuring the ability of the student to memorize facts. Above all, students find them intriguing,—much like puzzles. They cover a great deal of historical material easily.

Perhaps their greatest value is to the teacher himself. They are easy to correct, and remove the subjective element in correcting. Few teachers can correct essay-test papers as diligently after forty minutes' work as at the start. Thus through no fault of anyone, they are liable to be more exacting on some than on others.

These tests cannot measure certain less obvious objectives of the history class: the ability to organize material, judgment on the relationship of events, and the expression of ideas in writing. Their exclusive use should not be the rule. Give essay tests also; or better still, add two or three essay questions to your objective tests.

Now for some general suggestions on tests. *Make the first question simple,* so the students will gain confidence, and begin writing. Just as a boy loses his nervousness after the first few minutes of play in a football game, so in a test, once he gets started, his mind works more smoothly.

Avoid questions that cover too many theatres of operations. Consider for example such a question: 1) (Worth ten points) Identify: Storming of Stony Point, Teapot Dome, Pearl Harbor, Little Big Horn, New England Confederation, Santa Fe Trail, Fort Duquesne, Grand Coulee Dam, Gadsden Purchase, Seward's Folly.

This one question requires the student to jump mentally from the seventeen-eighties to nineteen twenties, to nineteen forties, to eighteen sixties, from the Southwest to Pittsburg, to the Northwest, to Arizona, to Alaska,—and when he reaches the conclusion of this hop-skip-and-jump, just one-tenth of the test is finished.

How much better is the following, limited in length, and centered about one period of our history: 1) Identify (in ten words): Mad Anthony Wayne, Benedict Arnold, Lord Howe, Charles Carroll, Lord Cornwallis, Rochambeau, Samuel Adams, Father Gibault, George Rogers Clark, Ben-

jamin Franklin. An extra name or two might be added to provide a choice for the student.

Make the student think out answers. Comparative questions may demand this; for instance, 'How did the Southern States differ from the Northern States in 1860 in occupation, resources and ideas on the government of the country?' 'Compare the French and English colonies in North America at the start of the French and Indian War, in a) government, b) population, c) occupation, d) religion.' Such questions require the students to judge on the facts they know.

When the question requires deep thinking, show the students how to go about it by means of lead questions. To handle this question: "What was the religious situation in Europe at the start of Henry VIII's reign?" the teacher could suggest these lead questions: "What was the date at which he became King?" "Was that before or after Luther's break with the Church?"—and so on.

Choose your examination *material from important topics.* The examination should help to focus the students' attention on what is of consequence. Some teachers find it helpful to dictate twenty-five or more questions several days before an important examination, and then to choose the questions from these.

Giving the student *a choice among several questions,* or among parts of one question, is an added help to the student. Distribute your questions throughout the whole field of matter. Use simple language and uninvolved thought!

As to particular types of tests, go over carefully the correct answers in a true-false test, so that no false statements remain imprinted in the mind of the student. Make the sentences short in length, and, as far as possible, simple in construction. If two or more items are introduced into one question, don't have one part right and one part wrong, such as the following: Napoleon III was the grandson of Napoleon Bonaparte, and became French Emperor.

In matching tests, some element of guesswork is eliminated by adding a few extra items in the second column. For instance:

1. Magellan	( ) discovered St. Lawrence River.
2. Balboa	( ) explored upper Mississippi
3. Coronado	( ) discovered Florida.
4. Cartier	( ) explored Southwest.
5. Fr. Marquette	( ) conquered Mexico.
	( ) discovered Pacific.
	( ) led first round-the-world expedition.

Tests, in conclusion, mean work for the teacher, but are an important help towards establishing solid historical beachheads in the minds of American students.

NEW YORK'S PLAN FOR INSTITUTES

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ON December 22, 1943, the Board of Regents presented to the Governor and the Legislative leaders a Plan for Postwar Education in the State of New York. This plan was the outcome of some fifteen months of research, conference and discussion with various lay and educational groups.

One of the major sections of the plan embraced a comprehensive program of terminal technical education. This called for the expansion of the six existing state agricultural and technical institutes, the creation of nine new institutes of applied arts and sciences in upstate New York, and of eleven new similar institutes in New York City. Including the Maritime Academy this would make twenty-seven state institutes.

This portion of the Regents plan was evolved in recognition of three basic needs:

1. The increasing demand for education beyond the high school on the part of American youth.

2. The special educational needs of employed adults, and

3. The educational demands of the returning veterans and war workers.

The new upstate institutes were to be established in Binghamton, Buffalo, the Capital District, Elmira, Plattsburg, Rochester, Syracuse, Utica and Westchester County. The one at Utica is to be devoted to the training of young men and women in retail business management and the one at Syracuse in aeronautics. These two would serve a state-wide area. The remaining upstate institutes would be chiefly regional in character, although, in several, one or more curriculums would serve the entire state or at least the upstate area.

In New York City the seven institutes under the Board of Education will be devoted respectively to aviation, graphic arts, industrial arts, automotive science, food occupations, machines and metals, and communications. The four institutes to be established under the Board of Higher Education in New York City will develop curriculums for the professional fields that require less than four years of education beyond the secondary school.

Tentative estimates indicate that these institutes should provide for a minimum of 35,000 day school students and that probably two to four times as many will enroll annually in short term, part-time or extension courses.

Surveys are being conducted to answer the following questions:

a. For what occupational areas should curriculums be developed?

b. For how many persons should provision be made in each curriculum?

c. Where should such curriculum be located?

The Regents Plan provides that these curriculums will include:

1. A basic preparation for selected arts, technologies and subprofessions which require a technical proficiency not reached in high school programs.

2. Related offerings in arts and sciences.

3. Personal and civic arts designed to further the general welfare and understanding of the students.

The plan further states that "the constant aim in the work of all the institutes is to relate curriculums to the actual needs of students preparing for a vocational career within two years".

In brief, each curriculum is to be directed to developing technical competence for a group, cluster or family of occupations. Admission will be free to residents of the state who are graduates of secondary schools or who have gained such maturity, interest and attitude as is appropriate to the work chosen.

On the basis of studies completed it has been recommended that curriculums be developed in about forty occupational areas. In each of these several areas there will be some degree of specialization. For instance, in developing a curriculum for the institute of business management nine different specializations have been proposed.

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Following is a statement of the steps pursued thus far in developing a curriculum. This procedure is subject to some variation in terms of the fields concerned and will be modified as experience dictates.

Step 1. Analysis of census and other statistical data to determine the number and capacity of industries concerned, the number of persons employed, and the number engaged in managerial, executive or other positions involving some direction or supervision of other workers. Data for Upstate and New York City are presented separately.

Step 2. Interviews with workers, managers and owners of industries selected on the basis of size, type and geographic distribution to obtain data as to numbers and types of positions for which terminal technical education is needed and information as to the content of education that is thought desirable by those concerned.

Step 3. Organization of information obtained in Step 2 into a tentative curriculum and review of the same by the curriculum committee.

Step 4. Presentation of the tentative curriculum to joint sessions of the curriculum committee with committees or groups representative of the industries concerned.

Step 5. Analysis of curriculums for similar occupational areas developed in the terminal technical divisions of other institutions.

Step 6. Study of the extent to which the same or similar curriculums in other institutions draw students from broad geographical areas vs. commuting distance.

Step 7. Review of data obtained, by the curriculum committee and technical consultants and the formulation of a tentative terminal curriculum.

Step 8. Review of tentative terminal curriculum by representatives of industry and labor.

Step 9. Formulation of recommendations as to the number of students to be accommodated and space to be provided.

Step 10. Introduction of long-range program of research to assist faculties in a continuing program of curriculum development adapted to the changing industrial, economic and civic needs of the state.

The curriculum committee consists of the writer as chairman, Oakley Furney, Assistant Commissioner for Vocational Education, John S. Allen, Director of Higher Education, Edwin R. Van Kleeck, Assistant Commissioner for Instructional Supervision, and Hermann Cooper, Assistant Commissioner for Teacher Education. The technical consultants to the committee are Dr. Mark Ellingson, President of the Rochester Athenaeum and Mechanics Institute, Dr. Lynn A. Emerson, Assistant Dean, College of Engineering, Cornell University, and Dr. Lennox Grey, Professor of Education, Teachers College, recently employed by the General Education Board for a comprehensive study of terminal education in the United States.

The committee estimates that the largest single development of education in New York State following the war will be in the terminal technical field. In support of this prediction the committee calls attention to the fact that the number of graduates of secondary schools in New York State increased from approximately 20,000 in 1920 to 120,000 in 1940. Following the war there will be a greater demand among youth for education that is both cultural and economic in nature and there will be a growing demand in industrial leadership for a variety of technical education programs that reach beyond the scope of trade education.

In a recent statement the committee said, "The education of skilled leadership in the production and distribution of goods and in the service occupations is essential to the continuing economic development of the state and the nation. Technical education will become increasingly important as the United States continues in peace the active leadership it has achieved in war."

THE BIGGEST WORD IN EDUCATION

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Randolph Center, Vermont

WHAT is the biggest word for us teachers to keep in mind in our work with the young? My answer to this question has changed several times in my long teaching experience.

At one time my biggest word was *exemplariness.* Of course I never attained this attribute but I kept it in mind as an ideal and made it the chief basis of appraising teachers. I thought that one who set a good example before his students, who exemplified constantly what they ought to be and do, was rendering them the greatest possible service. Later I came to see that pupils must like a teacher if his example is to be effective with them. The teacher who is personally offensive to boys and girls will not have much following among them, no matter how good his example may be.

I once thought that *love* was the great word for the schoolroom. A teacher who had enough love for knowledge and the good life and enough love for his pupils so that his chief aim was to help them attain knowledge and the good life was bound to win the highest success. Love is a big word in education but there must be mingled with it much wisdom or it becomes mawkish sentimentality.

And then there was *self-expression.* I clung to that word for many years. Children should not be forced into a mold but should have a chance to follow their own inclinations, to work out their own problems, to live their own lives. I came to realize, however, that this word may be terribly abused. Self-expression on the part of children, without a respect for the rights of others and without a spirit of cooperation, would lead to a chaotic world.

Discipline — here is a word for the educator. Many people of today think that the chief need of our schools is for more discipline. I used to cherish this word, as my students of an earlier day can testify. I met recently at a large social gathering a very successful man, who once was a pupil in my school for a short time but whom I had not seen for many years. He said, "I went to school to you for two weeks, Mr. Perkins, and you gave me two demerits." I told him that I hoped experience had taught me in more recent yars to keep my discipline out of sight as much as possible. The chief thing that man remembered about my school and me was a petty disciplinary measure that I later discarded as being impractical.

I don't like the word discipline very much now. It smacks too much of rules, detection of offenders, and penalties, all of which are distasteful to me.

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As I see things now, I hadn't yet found the biggest word for educators. That word includes all the others and much besides. The word is INFLUENCE. Influence from its derivation means "to flow into." It is the knowledge, the ideals, the spirit which flow from the life of the teacher into the life of the child. The teacher who exerts a strong influence for good upon the child is the one whose work counts for most.

The principal of a high school received a letter from a leading merchant in a neighboring city. The girls' basketball team, while in his city for a game, had visited his store and carried away surreptitiously several pieces of jewelry and other small articles. The proprietor was much incensed and proposed to turn the matter over to the police if the girls did not return the goods at once.

Here was a good chance for discipline, to get popularity, too, for the situation was such that many would have applauded if the offenders had been punished. Some would have thought that the team should be disbanded.

But the principal's chief aim was not to punish the girls but to exert a constructive influence in their lives. He called them together quietly and prevailed upon them to bring all their souvenirs to him. Then he personally took the goods back to the merchant and apologized for the girls. There was much that hadn't been missed, also articles that had to be turned over to another merchant who didn't know that he had lost anything. No publicity was given the occurrence. The girls were asked to tell no one but their mothers; a check was made later to see that the mothers knew.

It is needless to say that the girls never repeated the offense. Their devotion to their school and principal was greatly increased and after their graduation the basketball incident was referred to frequently as an outstanding influence in their lives.

Some teachers seem to think that it ought to be possible to reform a boy quickly and completely by means of a reprimand or a penalty. It must be remembered that strong character in anyone is not a sudden acquisition; it is a growth. By a steady, helpful influence a teach-

er may guide and stimulate that growth in his pupils to an extent beyond measure or comprehension.

It was my pleasure recently to hear a talk by Paul Harris, the venerable founder of Rotary International. He referred feelingly to the quiet influences of his childhood home and community as being an important factor in forming the ideals of good fellowship and service which he has championed throughout the world. Abraham Lincoln paid the highest tribute to the influence of his mother who died when he was but seven years old.

A teacher should be judged by the kind of influence he has over the boys and girls. Does he broaden their interests, stimulate their effort, and ennoble their lives? If he does, his worth to his pupils and to the world is beyond human estimate.

WHAT! BE A TEACHER?

ANSON W. BELDING

DEAR Margaret or Bill:

If you are still trying to decide what occupation to choose, I hope you will not just toss aside the thought of teaching.

No doubt you have seen some teachers who were so unattractive, so dyed-in-the-wool, so autocratic or what have you that you have said to yourself: "You don't catch me being a teacher. I wouldn't be like that for a million dollars!"

Well, nobody is going to pay you a million dollars to become a teacher, though I shall point out later that the rewards awaiting you if you teach are quite real and substantial. On the other hand, your fear of "being like that" may not be well grounded. The very fact that you feel that way would be a great help to you in resisting the tendency, if such tendency there is, in teaching. Besides, you have almost certainly known a few teachers or at least one of them who didn't get that way; one who shows qualities you would like to imitate. This person may not be glamorous, but he or she is evidently enjoying the daily task and yet continues to be a very normal, likeable sort of individual. If you have never known such teachers, I give you my word of honor that they do exist. I might add that they are among the happiest people on earth, only you would say to yourself, "O yeah, so are the inmates of insane asylums," and then I would have to reassure you that these teachers I refer to are perfectly sane and regular and could pass any fair test of normalcy you and your classmates cared to give them.

While we are on the subject of being a teacher, let me suggest that you split hairs a little and, instead of being a teacher you be a person, not anything else. If you want to teach or to write or to act or to build houses or sell motor cars, go ahead and do any of these things and throw yourself into it while you do it, but don't let your occupation get you. Retain the habit of stepping outside your vocation, living a life, remaining a real person. You can do this while teaching. If you do this in the hours when you are not teaching, you will teach all the better; for all good teaching is done by persons who *are*, and from deep reservoirs of living.

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I do not, of course, know just what arguments will go down with you. All of us, however, want to be sure we can make a go of our occupation, whatever it may be. Courage is especially strong in youth and the fact that one type of work is more hazardous than another serves merely as a challenge to tackle the difficult job and overcome it. I hesitate, therefore, to argue you into teaching by telling you that it is more secure —that your chances of success in it are much higher than in business, for example. But I can't be quite honest with you if I conceal the facts. Economists tell us that 95 of every hundred business ventures end in failure. Educational authorities, on the other hand, declare that only five in every hundred who enter teaching are failures to the extent of having to quit the profession. We wish some of them would, but that is beside the point here. Just by the law of averages, your chances of success in teaching are, I won't say twenty times what they would be in business, or nineteen times, but maybe two or three times as good.

Teaching does not hold out any large prizes in money, as business does. But it offers steady employment, an income you can live on if you are careful—in fact an income that has sufficed in many cases to provide both a living and a respectable bank account. It offers—in many states and localities—what is called "tenure," or protection from loss of your position. Also in many places there are provisions for pensions or retirement funds, thus reducing your worries about old age.

Vacations are another argument for weaklings, I suppose. In normal times the teacher has more

days off than days on. Most teachers will hasten to assure you that they are under a heavy nervous strain and need more holidays than people do in other lines of work—and there is more truth in this than the average citizen on the outside generally realizes or is willing to admit. Also teachers have their home work—lessons to prepare, tests to make out and to correct, registers and other records to keep track of. But when all these points are taken into account, there is still a margin of vacation time left over as part of the compensation for teaching. I well remember now the long vacations I had while I taught—vacations I did not fully appreciate until I changed to other kinds of work where I was lucky to get two weeks and often had even less.

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So far I have held out only the poorest kind of bait for you. I have reminded you only of the conditions that make for comfort and security. If these were the only points you had in mind when making your decision I should say you were missing the main point completely. Indeed I should be sorry if I persuaded you to teach by these arguments alone, for you might prove a very selfish, lazy teacher, and I could not be proud of you at all nor could you be proud of yourself.

Teaching is a profession. You enter it with the purpose of rendering service to the community, the nation and the world. The physician serves by helping people to be well and live longer. The minister serves by helping people to live well, in a moral sense, and to live in harmony and faith with God. The lawyer serves by steering people away from legal trouble or getting them out of it. The business man serves society by providing articles that people want for their comfort, enjoyment or to keep themselves alive. All these callings are worthy. But in none of them, perhaps, is there a greater opportunity to assist in shaping the habits, attitudes, characters and personalities of human beings; to influence their growth as individuals and members of society; to bring out their latent possibilities; to open their eyes and hearts and minds; to inspire them to want to fulfill their finest aspirations, than in teaching.

Teaching is not all thrills. Not by any means. Vast amounts of effort are spent by the teacher without any apparent results. Stupid and indifferent pupils absorb more energy and require more attention than they deserve. There is plenty of wasted effort in the best of teaching. But some of it gets across. Surprising changes take place in boys and girls because of good teaching. Most of these changes never come to the ears of the teachers themselves. Few of their graduates return to thank them for what they did. But for every one that does return in this way there are a hundred who in their hearts are grateful; a hundred more who have been helped and are not conscious of how it came about.

No one can deny that the grown citizens of the United States are better informed, better able to live intelligent and wholesome lives because of the good teaching they have had in the schools and colleges they have attended.

It is a great privilege to have a part in producing a wiser and better human society.

But are you the one to do it?

This brings me to the question, "Who Should Teach?"

Do you ever sit in class and think to yourself how much better you could do than the teacher does in clearing up some student's difficulty? Do you succeed in explaining things to your younger friends —perhaps a brother or sister who wants to know? Do you grasp an idea or a principle firmly, get a certain satisfaction from solving a problem or adding to your store of knowledge? If your answer to such questions is an eager "Yes," you already possess some important qualities of a teacher.

It stands to reason that you should be good at learning before you can be good at teaching. Scholarship above the average is therefore very desirable in a teacher. You need not be a whiz at getting your lessons. You can be either slow or rapid, but you must be thorough. At least you must have the ability to master a given area of subject matter, even if your habits as a student have not been of the best. Some C students have become A-1 teachers. But they may have had more trouble getting started in the profession because of previous low standards.

A teacher needs character. This implies a lot of things. Intellectual honesty is one point. No one respects a teacher who is shifty, tries to cover up his or her own ignorance with pretense. It implies a sense of fairness. You know how you despise a teacher who shows marked favoritism by being sweet to a chosen few and as mean as dirt to certain others. Keep out of teaching unless you can control your likes and dislikes well enough to look for the good in every pupil and to be just to every one.

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You may find it necessary, in teaching, to sacrifice some of your cherished liberties. Communities are different that way. Some are quite unreasonable in demanding that teachers behave like superhuman beings. Whatever you run into in the shape of prohibitions—smoking, card playing, dancing, going out with other young people —you will do well to obey the rules of any locality you are in. When you can't stand it any longer, move on to a more liberal place. You cannot be blamed for rebelling against unreasonable attempts to regulate your personal habits. On the other hand, you cannot, as long as you teach, escape from the fact that your influence counts. The people you teach will be younger than yourself. They will imitate you. They will use you

more or less as a pattern—more rather than less if they like you. All of this may seem difficult to face from where you stand today. But if you become intent upon your work and sensitive to its opportunities, you will not chafe under the yoke of teaching.

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While there is a story of a man with a bad case of defective speech who came to earn a fabulous salary "teahun' elocoohun," those who aspire to teach should generally be free from impediments of speech and should speak good English. If they have a foreign background, very little of it should cling to them—unless, of course, they are to teach in a neighborhood where most families share that same background.

If I wanted to dig through a heap of musty books and magazines and letters I could produce a barrelful of testimonials from elderly or retired teachers who have told how satisfying they found their lifelong occupation in the field of teaching. But at your age you would not be greatly impressed with what these old people had to say. Besides, if truth were known, an equally large number of teachers have found their careers rather boring. It is largely a matter of attitudes. A teacher needs to remain alive and alert; ready to see the funny side of things; able to enter into the problems and experiences of boys and girls. It isn't all sitting behind a desk with a book and a long face. It can be an enjoyable game, a contest of wits, a continuous give and take between friends eager to learn more of the worthwhile knowledge that is partly in books and partly too new or unusual to have been stored up in such treasurehouses. Teaching without imagination and appreciation of each day's new adventure can be very dull business. On the other hand it can be as exciting as you care to make it. The stimulus of young minds is always present. The more you put into teaching, the more it will give back to you.

Don't think you are too bright to teach. No one was ever that bright. Your talents and tastes may lead you in some other direction. Be that as it may. Teaching is still a challenging career for any one who aspires to render high service in giving boys and girls the right steering and the kind of inspiration that will last them well.

The successful teacher holds a powerful lever under the social order of tomorrow.

Properly qualified teachers are likely to be in greater demand from now on than they were a few years ago. During the depression, many people thought of teaching as a job. In some localities the hiring of teachers was a matter of politics and pull. The war has altered this condition for the better. The clamor for jobs has largely ceased. There has been a great falling off in the number of students in teachers' colleges and in university classes preparatory to teaching. Despite the returning rush of teachers that is expected after the war, new candidates will probably be scarcer than in average years, and we may look for more emphasis on merit and less on pull in the engaging of applicants.

While there are other specialties in educational work besides teaching—such as supervisorships, principalships, guidance positions and superintendencies — the approach to any of these is through teaching. So no matter what you have your eye on as your ultimate goal, you must first fit yourself to teach. This is not so casual a proposition as it once was. It usually involves at least four years of study on the college level and sometimes a year or two or three of graduate work. You will need to plan your program of studies or your place of collegiate education with reference to the kind of teaching you hope to do. There are state-supported teachers' colleges or normal schools, and there are other colleges and universities in which you may equip yourself for teaching. You will need to learn from these institutions or from your own teachers here and now just what are the legal requirements for teaching in the state where you live or wish to live.

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The teacher's calling is a noble one. Your country needs a new supply of young men and women of high ideals, excellent habits and sound minds to carry forward the great task of education.

If you have the makings of a real teacher, I hope you will choose the teaching profession and become one of its very best members. In that event I scarcely need to wish you a lifetime of joyous satisfaction in your work, for you are almost certain to achieve this ambition without my wishing it for you.

Pharmacy Students Wanted

LYNE S. METCALFE

OUR educational institutions have a responsibility in the promotion and preservation of public health. Since our health protection professions rely upon well schooled personnel, educators may aid in seeing to it that this personnel is adequate to meet demands.

A recent national survey reveals an acute wartime shortage of registered pharmacists, affecting the efficacy of physicians, dentists, nurses and hospitals dependent on them for supplies. Of special significance to the educational field is the possibility that pharmaceutical schools may be discontinued for lack of students.

The decline in the number of available pharmacists has taken place largely within the past four years. In 1940, there were 82,000 practicing pharmacists. By the end of 1944, the armed services will

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have taken 14,000, of which less than 10,000 can be expected to return to their professions after the war.

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However, it is in replacements that the situation is most acute. Pharmacist student enrollments have dropped from a norm of 8,800 in 1942 to 2,700 in 1944. Only 800 will have graduated in 1944, while between 200 and 300 can be expected to graduate in 1945. This shortage may be increased by the extraordinary needs of an expanded U. S. Army and by rehabilitation center requirements.

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Our young people should be acquainted with the splendid opportunities that await them in this profession for an independent, prosperous career of public service.

THE NAVY DOES IT—WHY DON'T WE?

AGNES HANSEN

"WHAT do you hear from your son in the Navy?" asked Miss Brown, the high school algebra teacher.

"Johnny is flying a bomber already," answered Mr. Thomas. "They say a cadet flyer learns as much in three months as a high school student does in four years," continued Mr. Thomas.

"Why do students learn so much faster in the armed forces than they do in school?" asked Miss Brown wistfully.

"It's the Army-Navy technique," said Mr. Thomas.

"Will you please tell me what this Army-Navy technique is?" pleaded Miss Brown.

"Why, Miss Brown, how do you spend your time? You a teacher and you don't know all about the best way to teach!" disapproved Mr. Thomas.

"Well, I help keep one hundred and fifty high school pupils busy from eight to three. Then I check papers and plan lessons for an hour or two. Extra-curricular activities take up several evenings a week," stammered Miss Brown.

"But it doesn't take long to learn the Army-Navy technique. It's all explained in a U.S. Navy training aids manual called *More Learning in Less Time.* It first lists five training aids; motion pictures, film strips and slides, charts and pictures, models and actual equipment, recordings. Then it says that these aids should be used because tests show that students learn up to thirty-five per cent more in a given time, that the facts learned are remembered up to fifty-five per cent longer. Training aids command attention and cause students to want to learn. They help to get similar results from different schools which teach the same subjects. They give trainees confidence in their ability to do the job. Training aids make is possible to meet Navy standards in less time. The rest of the manual tells how to use the five training aids and how to procure them," explained Mr. Thomas.

"Is that all there's to it? I knew that long ago. That's what we call Audio-Visual Education!" exclaimed Miss Brown.

"Well, if you knew all about these teaching aids, why haven't you been using them?" asked Mr. Thomas.

"I do when I can get hold of the right one at the right time. Projectors cost around $250. Every teacher doesn't have access to one by any means. There are relatively few films and slides available for my subject. Also phonographs, records, models, actual equipment, and even charts and pictures are mostly impossible to lay hands on. But every time I hear anyone mention Audio-Visual Education I get enthusiastic. I wonder if I could do more about it. Where did you get that U.S. Navy Manual?" asked Miss Brown.

"From the Radiant Manufacturing Corporation at 1140 West Superior Street, Chicago," said Mr. Thomas.

"Much as I respect visual aids, there must be more involved in the Navy's spectacular success than films. After all, American youth has been sitting around looking at movies for quite some time," observed Miss Brown.

"There is the question of life and death. When somebody has a gun at your ribs, your mental efforts aren't gummed up with visions of ice cream sodas and bobbie socks," admitted Mr. Thomas.

"Also I notice the Army didn't try to make Peter, with an I.Q. of 95, into a bomber pilot. But somebody put him in my algebra class with Johnny and thirty other pupils and implied 'teach them all algebra by the end of the year,'" said Miss Brown.

"The Army gave Peter a lot of comprehensive tests to find what job he was best suited for. Why don't the schools employ psychologists to diagnose our children's aptitudes and then teach them what they can and want to learn?" asked Mr. Thomas.

"The schools would love it. You know what it's like to try to get a child to mow the lawn when he wants to go swimming. But I guess we are back to life and death again. We will spend money to teach our children to fly bombers but will we spend money to teach them how to handle economics, science, and all our modern high-power gadgets so they will mean, not death, but life to Johnny?"

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HOW AN ENGLISH TEACHER CAN GROW PROFESSIONALLY

ROGER PENN CUFF
State Teachers' College
Wayne, Nebraska

VOCATIONAL education has scores of advocates today, some of whom perhaps would like to see the post-war schools either partly or wholly forsake the study of literature. The present moment is definitely none too soon for teachers of American and British and World literature and of the linguistic and creative phases of the English offering to bestir themselves. It is high time to revitalize all the English courses in order to make them more valuable and appreciable.

The teacher of English owes himself and his profession an obligation to increase as much as possible his own stature as a promoter of culture and as a contributor toward the advancement of his students in the art of effective communication. He must grow professionally or he cannot fulfill his obligation to himself, his students, and his colleagues. The more rapid and thorough is his growth as a teacher, the larger is his chance of success in achieving his highest aims and evoking admiration and gratitude in his clientele.

How may the English teacher accelerate his professional development? He may improve in numerous ways, no one of which should he be willing to overlook. For their suggestive value to the interested instructor, some of the techniques for self-improvement in teaching power are here mentioned and commented on briefly.

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Reading is a useful method by which the English teacher may increase his literary and cultural stature. This method will enlarge his background of culture and increase the chances of his helping to develop within his students the culture that may be needed as one of the foundation pillars of democracy. The teacher's reading should be of wide range and should include what seem to be

the more select works—those that show excellent creative power. The reading preferably should incorporate a large portion of the widely-judged-to-be-best writings of all ages, barring none, and surely not omitting our own times. Why not browse through ancient, medieval and modern works, including those of the twentieth century? When the teacher finds a piece of literature that impresses him for rare excellence, he should do more than browse. He should pause and consider such a work long enough to let his appreciation grow.

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Speaking publicly — delivering addresses—when the occasion calls and when the academic schedule permits, affords the teacher an opportunity to become more widely known in the community wherein he resides and in the areas wherein he speaks. Making well-received public addresses contributes to his self-confidence as a speaker and to a firmer grasp upon the techniques of oral communication. If the English teacher possesses a reasonably large measure of public-speaking ability, exercising this skill on such occasions as Memorial Day, other patriotic observances, school graduations, and the meetings of civic clubs, will cause him to become more favorably known. Of course, in public speaking as well as in writing, there are some areas of opinion—perhaps highly controversial—that the teacher might wisely avoid both for his own sake and for the sake of the school in which he holds a position. By and large, however, a person learns to speak by speaking; and using the talent of speech has values for the English teacher as well as for his students or for anyone who uses the talent.

Writing for publication, and publishing as often as the demands of the strenuous life of teaching and the needs of the professional journals warrant, is a particularly effective means by which an English instructor may extend his ability and influence. Just as reading increases his knowledge and appreciation of literature, writing (of the quality that gains recognition of merit to the point of being published in a reputable magazine) contributes to the teacher's self-confidence as a writer and to his command over the techniques of written communication. The fact that an instructor's written product has been adjudged worthy of publication, as evidenced by appearance in print, expands in some measure his influence over both his students and his colleagues in the professional world.

Literature and oral and written communication are three of the major phases in which an English teacher is expected to instruct his students. If the students need to grow in these aspects of the subject, so does the teacher need to continue to grow in these areas. If the students can profit from stimulation in reading, speaking, and writing, so can the teacher. He receives such stimulation when his teachings, based on literature, are appreciated and applied by his students; when his public addresses are delivered; and when his writings are published.

The English instructor, in dealing with any phase of his field, must, of course, to be most highly efficient, study the techniques of teaching that phase. At virtually all times his attitude should be one of friendliness toward his students and of refreshingly vital and novel method in teaching the theory and practice of his subject. Such a teacher is already well on the way toward the professional growth that he seeks.

A Professor's "My Day"

CARROLL D. CHAMPLIN
Professor of Education
The Pennsylvania State College

TRADITIONALLY a professorship has been looked upon as a kind of sinecure, a position carrying a great deal of freedom and leisure. Theoretically a professorship is the ideal of the young instructor's dreams, a thought carrying with it a considerable amount of romance and serene self-sufficiency. Actually a professorship can symbolize the strenuous life at its fullest, a vocational status representing a packed day of practical duties, a crowded week of consecutive responsibilities, a well-booked month of numerous outside appointments and a congested year of teaching, counseling, reading, writing, lecturing and planning the details of the new year always looming threateningly near. It is the professor who knows not the meaning of a vacation—domestic, institutional, fraternal, academic, literary, civic and social engagements forever on his heels to thwart any desire to rest and relax.

Professors of education and psychology seem to be plagued particularly by the sensitivity and tyranny of their consciences. Their schedules are overflowing with formally and informally scheduled appointments. Their desks are the catch-all for many varieties of functions and services. Doubtless professors in other fields of scholarship and administrative activity feel the same way about their days and years of classroom, office and extra-mural obligations.

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typical professorial calendar unit. Immediately after daybreak there were certain manual necessities conditioned by the season, particularly by a challenging mid-winter snowfall. This was followed by attendance at a special cafeteria breakfast served in the local high school for the faculty and student-body of the community's annual religious education school. Fraternizing with the members of the ministerium—Jewish, Catholic and Protestant—exchanging semi-pedagogical greetings with colleagues and student leaders, expressing gratitude to the high school faculty's most active agents and sponsors for the religious instruction program and looking in on some of the classrooms and the most recently acquired equipment. These were all profoundly exhilerating and satisfying moments for a visitor from the opposite hill across town—the home of the highbrows, research laboratories, administrative chambers, specialized libraries, lecture halls, conference rooms and the highly-charged give-and-take of our so-called higher education.

At noon there was lunch at the Crestview Tearoom, where professors are never sure whether they should rush a-la-quick-service or affect a more deliberate and European mode of serving the soul while feeding the physical man. Temptation to visit another table on the way out is usually resisted as a token of respect for American commercial efficiency and our tempo of operation. At three o'clock the general extension officers called in some of the psychology staff to preview films dealing with current problems of vital importance—after-images, regression and hypnosis. Discussion followed, adverse criticism especially; then a historical film of wider interest was introduced for a decisive preview. Further critical commentary and recommendations.

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At 4:50 came the Philosophy of Education seminar—one hundred minutes of stimulating association with advanced students of educational principles and policies. Personnel included several widely varying fields of instruction and related educational services. Topics at first from recent classroom observation and a timely consideration of the more important educational news items involving both state and nation. Evaluation of the realistic, rationalistic and idealistic approaches to the formulation of a philosophy of education. Speculation regarding the possibility of reshaping the world of conflicting cultures and rebuilding a world-order that can guarantee a lasting peace by means of the proper curricular and instructional material.

In contrast to the preceding contacts and forms of participation we find the professor at the central hotel at 7:00 to play a part at the annual banquet of the varsity boxing squad. Fifteen red-blooded men of leather, the coach, a representative of the press and a professor to leaven the lump. Good dinner, rugged conversation, a few eulogies and farewells—and in addition the more or less philosophic side as introduced by the faculty friend of the manly art. Everything on schedule, no wasted moments or language, sincere gestures by all and an espirit de corps that would be hard to equal in any college or community circle. Boxers remain life-long friends. We never forget our sparring partners and ring opponents. Boxing is a brotherhood without the need for any constitution or by-laws. Ring experience is life par excellence. No artificiality, no pretense, so sham—no shame. This is a man's game—always was and always will be. What an hour for a man of books! What a company for the academician! And a better person he is too because of these occasional baptismal exposures to men who bear in their bodies and minds the marks of courage, manhood and the ability to defend themselves in whatsoever circumstances. Confidence in their own skill, modesty in spite of superior power, refinement of a characteristically American quality. This was a red-letter moment in the professor's *My Day*.

Since this professor had offered for many years a course in Character Education and Guidance, it was recommended that he attend the showing of a film entitled "Where Are Your Children?" At 8:45 P.M., just twelve hours after the high school breakfast, it was our privilege to watch many upper-teen-age youth cavorting on the silver screen, without the benefit of parental supervision. Only moderately entertaining or exciting, the picture, however, made it clear that our adult generation is in large part morally and legally responsible for the misbehavior of its offspring. The underlying thesis emerges sharply, and the values residing in this cinema drama are already beginning to bear some fruit locally—through the follow-up discussions of some of our organizations and clubs.

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From 10:30 until well after midnight the professor reverted to type a little more literally by reading psychology and French. The bedtime story effect was satisfactory, and the day ended in a blaze of orthodoxy and professorial contentment. True it is that this was not exactly a typical day, but it was a fairly representative cross-section of what the college instructor may be called on to do. Classes are heavy on alternate days, and the day following the one outlined above was more fully devoted to formal class lectures and demonstrations. Perhaps we can say then, in conclusion, that fifty percent of the professor's time is occupied with enjoying the unusual, the unexpected and the more deeply moving experiences related to human nature in its most realistic aspects.

I May Be Right— I May Be Wrong

WILLIAM C. McGINNIS
Superintendent of Schools, Perth Amboy, New Jersey

War Isn't Teaching Us What to Teach

The New York Times published a special news article based on a statement by a supervising principal (superintendent of schools). The following are exerpts from the article:

"The quickened interest that the war time program has aroused in high school students is being illustrated at the ——— High School where 49.8 per cent of the marks of the twelfth grade students were either A or B in major subjects.

"More than one year of teaching there under the revamped war time curriculum, whose purpose has been to prepare pupils for war services and induction into the armed forces, has demonstrated, says ———, supervising principal, that pupils work best when they know for what they are being trained and when educators know for what to train them.

"Now we know exactly what program to follow and it has become vital to the students."

Are these statements an involuntary indictment of our high schools? I think so. If we accept the implications in the statements they are an indictment. "Now (because of the war) we know exactly what program to follow and it has become vital to the students." Evidently a war is necessary in order to have a good high school! But the implications are not true when applied to high schools in general.

The teachers and the heads of secondary schools in the Axis countries even in normal times "know exactly what program to follow". No well informed American layman or teacher thinks that the Axis type of secondary school education is superior to our peace time American high school education. This war is not going to last through the normal life span of our present high school students. Does anyone know "exactly what the pupil is going to do" after he returns from the war? And what about the boys and girls who are not going to get into the armed forces? Even in war time it would be a tragic blunder to substitute training for education in our secondary schools. Regardless of how long it may be before we win the war some of our high school students will have to be sent to college to prepare for the professions of medicine, engineering, chemistry, etc. The most important thing in the national life now is the winning of the war. It is the privilege and duty of the schools to do everything possible to assist in that effort. But the war time program for the schools can be adapted and in most schools has been adapted to the education of high school youth so as to give essential training for participation in the war without sacrificing education. We school teachers would be rendering poor service to the present and future welfare of our country if we should accept the idea that the high schools should confine their educational efforts for seniors to preparing them only for the war years.

The acceptance of the philosophy that, "Now we know exactly what program to follow" is good educational philosophy is contrary to American ideas and American ideals. It is contrary to the record of American education in peace time and contrary to the record of accomplishment of American education in war time. No one knows

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exactly what to teach and, anyhow, in this country parents and students will probably always insist upon having a little something in the high schools to say about what shall be taught.

It Seems to Me

BYRON C. KIRBY
Principal, Oliver School
South Bend, Indiana

Geography and History Are Two Studies

History and geography sometimes are combined and taught as one activity—with emphasis upon the social nature of man. The two are closely related—as is all knowledge. Health and dietetics are related—and so are mathematics and draftsmanship or cooking. Wisdom implies unity—an integration of all knowledge and facts. But before we can have this integration we must have something to integrate—we must have the facts and the information.

The most effective way to gain these facts is to study each subject as a distinct unit, being careful at all times to correlate, show relationships and develop oneness. That alone gives meaning and value to information.

In teaching geography it is important to lead each child to see the earth as a whole—its shape, poles, zones, oceans, seas and continents. It is not enough to teach this superficially. Rather, it should be mastered by each student. The foregoing topics constitute the basic elements of geography—the skeleton upon which we can fix everything else geographical.

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Here is an outline for the study of continents that is helpful: (1) Name of the continent; (2) location as to zone, hemisphere and other continents and oceans; (3) general climatic conditions—winds, rainfall and temperature; (4) surface—names of mountains, rivers and lakes and their location; (5) shape, coast line and bays; (6) ability to make a map of the continent; (7) names and location of all countries within the continent.

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This outline helps in the study of countries: (1) name and location of the country; (2) names of all bordering states; (3) surface—mountains, topography, rivers and their location; (4) climate, zones, rainfall, winds; (5) products of each section of the country—such as minerals, forests, meat, grain, cotton, rice; (6) names, location and importance of four or five cities; (7) name and location of the capital; (8) type of government; (9) exports; (10) imports; (1) balance of trade; (12) would you rather live in this country than where you do live? Why?

When studying the United States it is a good plan to follow this outline in connection with each state. Be sure, too, that the class masters the spelling of all terms involved.

▼

You will not that all along the emphasis is placed upon facts and information. That is where it should be. Facts are the raw material of reason—if one has no facts he has nothing to reason with. The more facts the better—teach the children to work for them—and to enjoy that work. But we must not forget that it is just as important to teach the students to correlate their facts and to think in terms of them. These principles of education cannot be overstressed.

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Stoddard Recommends Better Physical Program

ALBANY—Establishment of a more adequate program of physical training for youth is "a statutory obligation that cannot be overlooked," George D. Stoddard, State Education Commissioner, declared in a letter to school superintendents and principals.

Revised physical fitness standards have been developed and are being distributed to schools as one part of the department's efforts to provide a more effective physical education program, he said.

"Experience in connection with physical fitness check-up week, which I designated last spring, and with programs over the past two years indicates the need for wider use of uniform activity tests," Mr. Stoddard wrote.

"These are designed to increase pupil effort, measure individual achievement and evaluate progress. The subjects included in physical training are broad and varied and must be directed to specific ends."

Further revision and refinement in the standards will be made "as experience indicates," the commissioner said.

Law School Enrolment Off Eighty Per Cent

CHICAGO—Enrolment in law school having the approval of the American Bas Association has decreased 83 per cent since 1938, says Dean Albert J. Harno of the University of Illinois Law School.

He said that in 1938 the 110 schools approved by the ABA had combined enrolments of 28,174 students as compared to 4803 in the fall of 1943. Of the number registered last fall, 1049 were women. Ten schools have closed, he said, and more than 21 per cent of all students registered were in law schools in New York city.

House Committee Looks Into Fiscal Needs of Colleges

WASHINGTON—Although a substantial number of colleges and universities are still in serious financial difficulty, the low ebb in civilian enrollments has been reached and a slight upturn has begun. Fall registration in various sections of the country has shown an increase in freshmen and women students, and a return to the campus of many thousands of discharged service men.

To determine ways of helping these institutions in need of funds to remain open, the House of Representatives Committee on Education is conducting a study of higher education. In an unusual move, the House committee appointed an advisory board of nationally prominent educators to explore the field on the college and university level and bring forth recommendations for possible legislative action.

Information on the financial needs, enrollment, administrative problems, personnel, and on means by which the Government can help maintain the institutions at high levels, is being sought from the 1,800 colleges and universities of this country. In the light of the replies from the presidents, the committee will formulate a specific program.

Under the direction of Dr. Francis J. Brown, consultant to the American Council on Education, who is serving as director of the study, the committee has mapped a far-reaching survey of the entire field of higher education.

Internal college problems, such as questions relating to the curriculum, guidance bureaus or methods of teaching are not to be considered at this time. The stress is upon fiscal aspects and the role of the Federal Government in post-war educaton.

Open Market on Used School Buses

WASHINGTON — A free market in the sale of second-hand school buses and other local passenger transportation equipment was announced for October 15 as a result of the suspension of a part of General Order ODT 35, by Office of Defense Transportation.

The order originally froze all buses, street cars, trolley coaches, trucks converted for passenger use, ferry boats and other vessels except combat equipment of the armed services in the service in which they were engaged on March 17, 1943. One immediate effect was to stop a developing "black market" in the sale of school buses, which was then threatening to deprive children of transportation between their homes and schools.

ODT officials said that continuing improvement in the production and availability of local passenger equipment makes possible the present suspension of restrictions on the physical transfer of used equipment of this type. It was pointed out, however, that purchasers must qualify for certificates of war necessity in order to obtain gasoline supplies.

Orthodox Entrance Methods Scrapped at Chicago

CHICAGO—The Central West produced a pioneering step in higher education when 800 prospective students at the University of Chicago completed a three-day placement test which would admit them irrespective of their high school credits or previous educational training.

Termed by President Robert M.

Hutchins "another step in the university's program to abolish educational bookkeeping," the innovation discards completely for the first time in any school the traditional credit system.

Students whose credits would make them only freshmen in other colleges may now enter the U. of C. as sophomores, juniors or even seniors if their test results warrant such advancement.

Heretofore, the Midway institution had conducted the placement tests in an advisory capacity, to help counselors adjust new students to their proper levels. This quarter, however, the tests themselves become the criteria of class level.

The comprehensive examination covers the humanities, social sciences, physical sciences, English and logical reasoning. There are also aptitude tests. They were devised by Dr. Ralph Tyler, university examiner and educational director of the Institute of Military Studies, which has prepared similar tests for the Army.

Colleges Reassured On Veterans' Tuition

WASHINGTON—State and municipal colleges which charge little or no tuition were assured that the Government will pay them more than the customary fee when war veterans enroll for study.

The Veterans Administration has ended a long period of worry over the controversial tuition problem by announcing that:

1. Public institutions may bill the Government at their "non-residential" rates, regardless of whether the veteran is a resident. These rates are generally higher than resident rates—anywhere from $30 to $100 higher for a scholastic year.

2. Otherwise, the customary tuition shall be charged, except that no college, whether public or private, shall be paid less than $10 a month tuition for a full-time veteran trainee. This is exclusive of standard fees such as library, infirmary, or laboratory fees. Limited allowances would be made for standard, necessary supplies.

If the college is on the quarter system, the minimum tuition will be $30 a quarter, of $90 a scholastic year. If on the semester system, the minimum is $40 a semester, or $80 a scholastic year.

That Last Year Of High School

WASHINGTON—"If a student does not return for the last year of high school," John W. Studebaker, U. S. Commissioner of Education, said recently, "he will probably miss physics or chemistry, advanced high school mathematics, the fourth year of English, American history, second year of a foreign language, an intensive year of physical education, courses which will develop speed in typewriting, courses in health education, first aid, and home nursing. It is precisely these courses which the Army and Navy and civilian industry ask students to complete before reporting for service."

Speech Disorders Laid to Stress

NEW YORK — Fathers go in the Army, mothers go to work and children begin to stutter. War tension in homes accounts for much of increased attendance at the fall sessions of the Kindergarten Speech Clinic at the National Hospital for Speech Disorders, according to the medical director, Dr. James Sonnett Greene.

In an interview Dr. Greene said that beginning school is another, and one of the commonest, precipitating factors in children's speech difficulties. Last year 1,684 children, aged 4 to 7, attend the clinic daily, at morning and afternoon sessions.

Whatever the immediate stress connected with the onset of stuttering, Dr. Greene said, its successful treatment depends largely on the child's handling at home.

Tuition Fees Legal In State Colleges

BOSTON—The full bench of the Supreme Judicial Court recently decided that the State Department of Education has authority to charge tuition fees in the State Colleges and to make students therein buy their own books and supplies.

Tuition fees have been charged in the State Colleges since Sept. 21, 1925, and the State Treasury has received from them a total of $2,160,108. The annual fee in 1925 was $10. It increased to $29 in 1928, to $50 in

Would Abolish Thesis As Ph.D. Prerequisite

Middlebury, Vt., . . . An academic bombshell was tossed into the laps of the assembled guests at the celebration of the 25th Anniversary of the Bread Loaf School of English of Middlebury College by Dr. Robert M. Cay of Simmons College in his address on "English and Scholarship."

Basing his remarks on criticisms made by graduate students in various colleges, Dr. Gay advanced a new and unusual "seven-point working-model" for graduate studies:

1. That the Ph.D. degree be granted to any person who, in the opinion of an examining board, deserves it because he is a sufficiently well educated person.

2. That the board consist of examiners who are well educated themselves, in the sense of being men and women of broad interests and philosophic minds.

3. That no candidate be permitted to submit a thesis until he has been a Ph.D for at least ten years and that when submitted it shall be judged by general standards of style and content.

4. That the writing of a thesis shall be optional with the candidate; but, if it is finally accepted, he shall receive a special honor, such as *cum laude*.

5. That the curriculum followed by the student shall be one selected by himself, under advice, and may include courses in any department whatever, the only requirement being that it shall conform to some rational pattern of interest or utility.

6. That the fact that the student is by profession a teacher shall be taken into account in the planning of curricula and that he shall be required to pass one course in the history of education and one in the teaching of his subject.

7. That, in general, the higher studies in the humane subjects shall be conceived and administered with regard to their human, vital and and philosophical values, rather than with regard to original discovery, productivity, or specialization, specialization and research being encouraged only in those who are by temperament and interest, likely to succeed in them.

1932, to $70 in 1939, and to $75 in 1941

The decision is on a bill in equity brought by Arthur W. Lynch of 19 Sunnybank Road, West Roxbury, and his daughter, Marie Lynch, against Julius E. Warren of Newton, Commissioner of Education, the other members of the Department of Education, and Martin O'Connor of Framingham, President of the Framingham State Teachers College.

It sought to enjoin the Department and Mr. Warren from requiring her to pay the fee of $75 and to buy books and supplies for instruction in that or any other State Teachers' College and to enjoin Mr. O'Connor from receiving the tuition fee.

Admission Rules Relaxed for Veterans

CHICAGO — Whoever pays for the education of returning veterans, there is no doubt that the way is being made easy and attractive. Already it is apparent, a survery shows for example, that adding machine rules will not apply for the new enrollees, that experience, capacity, and capabilities, rather than credits, will count for the most part. It is even arranged that skills or knowledge acquired in war training will be taken into consideration in determining just how to orient these students, many of whom will have had a lapse of two or three years in their formal schooling.

University of Illinois is a good case in point. In the first place, the University announces that it will enroll veterans who cannot meet ordinary college entrance requirements but can show that they are capable of doing university work. Credit for training in the services or in colleges other than the University of Illinois also is determined by the registrar on a broad basis rather than on formal credits or records produced.

Mabel Vickery

NATICK, MASS.—Miss Mabel Slade Vickery, 89, died recently at her home. A nationally known educator, she was the founder of the Chicago Latin School for Boys and the Chicago Latin School for Girls.

Born in Winchester, she was graduated from the Salem Normal School. In 1887 she established the two schools in Chicago. Following her retirement in 1929, she came to Natick but continued her interest in education.

Education Fellowship Adopts New 8-Point Platform

NEW YORK—To sharpen and broaden its fight for progressive-democratic education, the newly formed organization, the American Education Fellowship (formerly Progressive Education Association), has announced a new basic policy.

The new name expresses continued allegiance to the New Education Fellowship, a world-wide organization of forward-looking educators, of which the Progressive Education Association has been the United States Section. The American Education Fellowship will carry forward the principles of progressive education to new communities and new schools, extending its program to include a much wider participation on the part of forward-looking laymen as well as educators in shaping postwar education. Vinal H. Tibbetts will continue as Director of the Fellowship.

Dr. Frank E. Baker, President of the Fellowship, stated the new policy: "At this world turning-point we must take the initiative in fighting for good education for all, we must expose the enemies of better popular education, and we must make the schools function as real people's schools."

The Fellowship proposes to enlist the fighting interest of its parent, teacher, student and citizen members on an eight-point program.

1. Give equal educational opportunity to every child regardless of race, creed or economic background.
2. Give "higher education" — college, professional or technical training —to every student capable of absorbing and using it.
3. Make American schools so vital a part of our national life that they will attract and hold, as teachers, the most stimulating men and women of our time.
4. Establish a youth program for young people between 17 and 23 to carry them over from school to active participation in the adult community.
5. Make full use of school equipment in out-of-school time for youth meetings, community activities, adult education.
6. Cooperate fully with all community agencies and social agencies working toward a truly democratic society, but at the same time keep education free from domination by any special group or interest.
7. Continue and expand educational research and experimentation.
8. Draw in community leaders toward making education a part of the community and the community a part of the school.

Dr. Shapley Lists Four Cultural Dangers

CLEVELAND, OHIO—There are four major enemies of mankind against which relentless wars must be waged in the post-war era with the same determination as we are now fighting on the battlefront, Dr. Harlow Shapley, director of the Harvard Observatory and president of the Society of Sigma, stated here at the annual meeting of the American Association for the Advancement of Science.

As Enemy No. 1, Dr. Shapley listed the "tyranny of the unknown." The others, he said, were illiteracy, premature senility and the threat of the "deadening uniformity of culture."

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Says an Educated Person Meets These 5 Criteria

CHAMPAIGN, ILL. — A five-point guide for identifying an educated man was offered by President Arthur Cutts Willard of the University of Illinois.

Willard, who was internationally known in the specialized field of engineering before he became head of the third largest educational institution in the nation, submitted this idea as a preface:

"Merely completing the study of a collection of college courses for which a degree is awarded as a prerequisite to enter some professional field is not an education, or is it ever likely to produce a broadly educated man."

Then he proceeded to outline the "ideal criteria for identifying an educated man." Included were:

"1—Ability to use and understand his native tongue in speech and writing, in order to convey his ideas and thoughts clearly and effectively to others.

"2—Ability to judge, compare, evaluate —in short, to criticize objectively—the ideas, thoughts and conceptions of other men, and to engage in creative thinking for himself.

"3—Knowledge of men and their affairs. Such knowledge is secured through study of our own and other people's cultures, their languages, customs, laws, religions and history. Travel . . . promotes and complements such study. . . .

"4—Knowledge of the physical world and the universe in which he lives, meaning, of course, some understanding of the laws and forces of nature . . . Such knowledge . . includes all fields of natural science.

"5—Knowledge of a profession or a vocation for the purpose of earning a living and serving God and society as a competent and morally responsible individual."

3800 Courses Open To Adults in Boston

CAMBRIDGE, MASS.—Adults of Greater Boston will have the opportunity this year to attend 180 different schools and make their choice from 3,800 courses, according to the annual "Educational Opportunities of Greater Boston" catalogue just issued for 1944-45, by the Prospect Union Educational Exchange.

The index of courses listed in the catalogue runs from Accounting to Zoology, and includes such unusual subjects as chess, inventing, and welding.

Science Scholars Seen As Military Bulwark

NEW YORK — Dr. James Bryant Conant, president of Harvard, and chairman of the National Defense Research Committee, urged that the government institute a $25,000,000 national scholarship program for students who show promise in science and technology, thereby establishing a "scientific reserve" that would constitute a "military asset of no mean value."

He made his suggestion when he received the Priestly medal of the American Chemical Society "on behalf of the chemists of the United States who have contributed so greatly to the winning of the war."

The cost of such a program, embracing approximately 5000 men in each age group, would be a "small sum compared with the billion or two that the proposed year of military service would annually consume," Dr. Conant said, "particularly so when we consider how wars are likely to be waged in the future."

Medical Schools Cool to Women

PHILADELPHIA — At a time when the American Medical Association protests in its Journal a threatened reduction of 25 to 30 per cent in 1945 of students entering classes at medical schools, a survey of fifteen leading medical colleges in seven cities shows only a slight increase in enrolment of women at nine schools. The other six report enrolment at the level of previous year.

Judging from statements made by deans of the schools surveyed, prejudice against women as medical students is lessening, but obstacles—such as difficulty in getting interneships and residences for graduate training —were pointed out as holding down their chances for top success in the field. Deans interviewed, while denying for the most part that any discrimination was shown against accepting women students, showed no intention of encouraging women to take medical training.

Late in Starting But Excusable

HAMILTON, N. Y.—Reporting 10 minutes late as a new student at Colgate, Joe Wilson, Jr., Radarman Second Class, of Valentine, Nebraska, was reminded by Lieut. Arthur Mooney, of the necessity for punctuality.

"I thought I had done right well," Radarman Wilson said. "You see, sir, I was in Africa yesterday."

Back to School Appeals Effective

BOSTON—Although slight decreases in enrollments marked the reopening of some 30 Greater Boston schools, educators were satisfied that the back-to-school appeals of public officials had prevented much lower enrollments.

Lowest enrollments were reported in high schools where some pupils elected to remain at war jobs. However, a few high schools reported slight increases. Registrations at grade schools were almost the same as last year.

Harvard Sets Up War Veterans' Office

CAMBRIDGE, MASS.—A war veterans' office will be opened late this fall at Harvard University to handle the special problems of former service men returning to study in the College and the eleven graduate schools, and to coordinate all University developments pertaining to veterans, Harvard announced.

The Corporation has appointed Professor Payson S. Wild as Counsellor for Veterans to direct the establishment of the office. He will also be Chairman of the University Committee of Veterans on which each of the graduate professional schools will be represented. Dr. Wild is Associate Professor of Government and has been Counsellor for Foreign Students.

Not more than a score of veterans are now studying at the University.

Predict Continuation Of Teacher Shortage

TERRE HAUTE, IND. — Teachers' colleges over the country expect increases varying from 10 to 60 per cent in the size of their freshmen classes this fall. Nearly all seem to feel that the wartime low in freshman enrolment has been passed. Yet officials in teacher education institutions paint a gloomy picture so far as the teacher shortage is concerned and feel that it will be many years before demands for teachers can be met adequately.

The belief that the gradual upturn in freshman enrolments cannot radically affect the teacher shortage for many years to come is voiced by teachers' college officials everywhere, according to Mrs. Gertrude M. Hall of Illinois State Normal University. Harry E. Elder, director of student programs and placement at the Indiana State Teachers College, Terre Haute, predicts that not much of a dent can be made in the teacher shortage before 1949 and says that "those who believe the teacher shortage will continue until after 1955 may be our wisest prophets."

College Math Course "Just for Fun"

PITTSBURGH — The University of Pittsburgh, announcing a new iourse in "recreation mathematics," described it as "an analysis of various types of mathematical puzzle problems," designed for "business and professional men and women interested in mathematics as a mental exercise and recreation," adding:

"Pre-requisite: the ability to think."

English Teachers To Meet in Columbus

BALTIMORE, MD.—English teachers of the nation will gather in Columbus, Ohio, on November 23-25 for the thirty-sixth annual meeting of the National Council of Teachers of English. Sessions will be centered on the consideration of critical issues in the teaching of English, according to the council president, Angela M. Broening, of the Forest Park High School, Baltimore, Md.

Hotel accommodations will be in great demand since the convention and the Ohio State-Michigan football game are scheduled in Columbus the same week-end. It is therefore imperative that hotel reservations be made direct at once. Visitors are also urged to double up rather than request single rooms.

N. E. Teachers of English Announce Fall Meeting

All who are interested in the teaching of English and the Fine Arts are cordially invited to be present at the forty-fourth annual autumn conferences of the New England Association of Teachers of English on November 17-18. The Friday afternoon meeting, which will open at 4:00 P.M. in Longfellow Hall, Radcliffe College, will have for its general theme *The Teaching of English After the War.* The subject will be discussed by Floyd Rinker, Head of the English Department, Newton High School; Marion C. Sheridan, President of the School and College Conference and Head of the Department of English, New Haven High School; and Wylie Sypher, Professor of English, Simmons College. Section meetings will follow the afternoon program.

At the dinner meeting on Friday evening at 7:00 P.M. in Agassiz Hall, Radcliffe College (tickets, $1.95), the speakers will be Claude M. Fuess, Phillips Academy, Andover; Esther Cloudman Dunn, Professor of English, Smith College; and Catherine Drinker Bowen, author of *Yankee from Olympus.*

On Saturday, beginning at ten o'clock at the Boston Museum of Fine Arts, *The Common Cause of the Creative Arts* will be considered by G. H. Edgell, Director of the Museum of Fine Arts; Morris Carter, Director of the Isabella Stewart Gardner Museum; and Edward W. Forbes, Director of the Fogg Museum, Harvard University. The luncheon meeting will be held at 12:30 at Emmanuel College, the Fenway; the tickets will be $1.75. Among the luncheon speakers will be Lydia Bond Powel, Metropolitan Museum, New York City, author of *The Art Museum Comes to the School.*

Applications for luncheon and dinner reservations should be sent as soon as possible to Mr. Trask H. Wilkinson, 177 Buckminster Road, Brookline, Mass. Further details of the program may be obtained by writing to Professor Sharon Brown, Brown University. Providence, Rhode Island.

Salaries Higher, Teachers Leaving

ANN ARBOR, MICH. — Michigan's school teachers are better paid, on the average, than ever before but more of them are leaving the profession and fewer young persons are preparing to enter it.

That is the substance of a report prepared by the University of Michigan bureau of appointments and occupational information following a statewide survey.

Worth McClure Accepts New Post

SEATTLE, WASH.—Worth McClure has resigned after fourteen years of service as superintendent of Seattle's schools.

In his new assignment as superintendent of the schools of University City, Missouri, Mr. McClure will be working closely with teachers and pupils. University City, home of Washington University, is to St. Louis what the University District is to Seattle except that it has a separate city government and a separate school board. The system comprises five elementary schools, two junior highs, and one high school with 5000 pupils and 195 teachers—ideal for close working relationships. The community has high standards for its schools and desires to develop new types of service such as are represented by the Seattle program.

Rural Libraries May Get Army Camp Books

CHICAGO—A plan to salvage millions of army camp library books and use them in starting rural public libraries has been proposed to the Surplus Property Administration and to Congress by Carl Vitz, president of the American Library Association.

Boston Symphony Youth Concerts

BOSTON — The Boston Symphony Orchestra, Inc., will present a series of six concerts for students and teachers of the greater Boston schools this fall and winter. The series will be